DOCUMENT RESUME

ED 356 785 IR 054 476

TITLE	IFLA General Conference, 1992. Division of Education and Research: Editors of Library Journals (RT); Section on Research in Reading; Section on Women's Interest in Librarianship; Section on Education and Training; Continuing Professional Education (RT); Section on Library Theory and Research. Papers.
INSTITUTION	International Federation of Library Associations and Institutions, London (England).
PUB DATE	Sep 92
NOTE	220p.; Papers presented at the International Federation of Library Associations and Institutions (IFLA) General Conference (58th, New Delhi, India, August 30-September 3, 1992). Reproducibility of papers is poor. For additional conference papers, see IR 054 468-483.
PUB TYPE	Speeches/Conference Papers (150)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Asian Americans; Children; Continuing Education; Developing Nations; *Educational Research; *Females; Foreign Countries; Higher Education; Information Science; *Librarians; Library Instruction; *Library Science; *Professional Education; Qualitative Research; Reading Interests; Research Libraries; *Scholarly Journals; Social Problems; Womens Studies
IDENTIFIERS	Africa; China; Grounded Theory; India; International Federation of Library Associations; Israel; Kazakhstan; Lithuanians; Mexico; South Pacific; United Kingdom; United States

ABSTRACT

The following 19 papers were delivered at the 1992 annual meeting of the International Federation of Library Associations and Institutions for the Division of Education and Research: (1) "Across the Frontiers: Impact of Foreign Journals in Library Science in India: A Citation Analysis" (M. A. Gopinath); (2) "Children and Reading in Israel" (I. Sever); (3) "Investigations into Reader Interest and Reading in Lithuania, 1918-1990" (V. Rimsa); (4) "Ethnic and Social Problems of Reading in Kazakhstan" (R. Berdigalieva); (5) "The USA Experience: Views and Opinions of an Asian American Librarian" (S. H. Nicolescu); (6) "The Implications for Libraries of Research on the Reading of Children" (M. L. Miller); (7) "Women's Status in Librarianship, the UK Experience" (S. Parker); (8) "Women's Interests in Librarianship, Resources on Women: Their Organization and Use" (H. Parekh); (9) "Information for Research on Women and Development" (A. Vyas); (10) "The Contribution of S. R. Ranganathan's Scientific School to the Informatization of Education for Library Science in the World" (J. N. Stolyarov and E. A. Nabatnikova); (11) "Library and Information Science Education Policy in India" (N. L. Rao and C. R. Karisiddappa); (12) "The Market in the Gap: Continuing Professional Education in the South Pacific" (J. Evans); (13) "Continuing Education Programmes for Teachers in Library and Information Science and Academic Library Professionals in South India" (A. A. N. Raju); (14) "Continuing Professional Education in China: A Decade Retrospective" (D. Xiaoying); (15) "Grounded Theory and Qualitative Methodology" (D. E. Weingand); (16) "Research in the Outskirts of Science: The Case of Mexico" (J. Lau); (17) "Society's Library: Leading to the Realization of the Five Laws--In Memory of Dr. S. R. Ranganathan" (L. Minghua); (18) "The Role of Library and Information Science Reviews in the Development of the Profession and Services" (M. Poulain); and (19) "Journal Publications in Africa: The Trouble with Authors and Readers" (L. O. Aina). Several papers are followed by references. (SLD)

IFLA GENERAL CONFERENCE . NEW DELHI 1992

1992
NEW DELHI

If applicable:
WORKSHOP, THEME:
JOINT MEETING WITH:

DIVISION: Education and research
SECTION/RT: Editors of library journals

122-RTELJ-4-E

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED356785

ACROSS THE FRONTIERS: IMPACT OF FOREIGN JOURNALS IN LIBRARY SCIENCE IN INDIA: A CITATION ANALYSIS.

by

M.A. GOPINATH
documentation research & training centre
Indian statistical institute
Bangalore, India

FOR INTERNAL USE ONLY:

ABSTRACT ATTACHED: yes/~~no~~
NUMBER OF PAGES: (Ref.)
SI: ~~YES~~/NO
MEETING NUMBER: 127

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A. L. Van Wesemael
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

IR054476

ACROSS THE FRONTIERS: IMPACT OF FOREIGN JOURNALS IN LIBRARY SCIENCE IN INDIA : A CITATION ANALYSIS

M A GOPINATH, Documentation Research & Training Centre
Indian Statistical Institute, Bangalore 560 059

Presents a citation analysis of the foreign library science journals by the Indian library science authors. The data indicate that the United States of America being the largest publishers of library science literature, have the largest impact. The United Kingdom is the second most cited country. The data is gathered out of a cross-section of publications published during the last five years.

1. LIBRARY AND INFORMATION SCIENCE

Library and information science is a multi-disciplinary, multi-cultural field of activity. It has the capacity to assimilate relevant ideas from different fields of knowledge. It incorporates practices from many authors from different fields of knowledge. The recorded knowledge comprised in the collection of a library is a surrogate for cultural transfer of knowledge from place to place. In fact, the knowledge transfer that occurs between professionals in many fields of knowledge is primarily through records. Librarianship has the capacity to adapt and adopt new ideas, practices, techniques for providing user-oriented services. While international conferences provide scope for person-to-person transactions, as well as discussions on many professional topics, a majority of persons, who have no chance of attending such conferences, have to resort to the publication in the form of periodicals, books and other kindred materials to have international interactions in the field.

2. CENSUS OF PERIODICALS IN LIBRARY SCIENCE

Library and information science periodicals are proliferating in recent years. Some of the current journals have their origin for more than half-a-century, but many of them are born in recent years. The following table provides a country-wise distribution of library and information science journal

Table 1 : Country-wise Distribution of Journals

Country	No. of jrnls.
1. United States	648
2. United Kingdom	130
3. Canada	90
4. Germany	75
5. Australia	45
6. India	34
7. South Africa	26
8. Denmark	25
9. Japan	22
10. Hungary	22
11. Netherlands	20
12. Poland	18
13. Italy	15
14. Czechoslovakia	15
15. France	15
16. Other countries	266

We see that the journal publication in library and Information Science is predominantly of US origin, the second being the UK, which has nearly 20% of what the USA has, and is followed by the then Germany (United) which has only 12% of what the USA has. Thus, a comity of 48 nations contribute to the publishing of journals in Library and Information Science.

3. CITATION ANALYSIS

In order to concretely identify the type of impact the foreign journals make on the Indian authors, an analysis of the citations made in the Indian journals by Indian authors has been studied. The following is a kind of data analysis from such a study.

3.1 Criteria for Citation

The citation study is made to identify the number of times the periodical publications published outside India (= foreign journals) which were cited in the text of journal article written by them. We are also considering the papers contributed to the conferences, monographs and or dissertations to Master's course. The analysis is restricted to finding a few sample documents listed here for the purpose of analysis. The investigation is to find the frequency with which the foreign journals are cited by the Indian authors in their working. This is only a preliminary analysis. A more detailed study on a project scale can be done to find out the frequency of foreign journals cited in the Indian periodicals by Indian authors.

3.2 Sources for Study

The citation analysis is done for the papers written by Indian authors, in the following documents. The documents chosen constitute a small sample of the variety of publications, such as, all-India conferences, specialised seminars, and dissertations to Master's degree. The documents chosen are as follows:

1. Journal of Library and Information Science (1985-90)
2. IASLIC Bulletins (1985-90)
3. All India Library Conference on Standardisation, Jodhpur (1990)
4. Annals of Library Science & Documentation (1985-90)
5. Library Science with a slant to documentation (1985-90)
6. All India Library Conference on National Information Policies & Programmes (Madras)(1991)
7. DRTC Annual Seminars on Perspectives of Information Science (1987)
8. DRTC Annual Seminar on Information Economics (1990)
9. DRTC Annual Seminar on Computer Software (1989)
10. Master's Degree theses submitted to the Department of Library and Information Science, Bangalore University.
11. Dissertations submitted to the ADIS course, DRTC, Indian Stat Institute, Bangalore.

These are indicative of the types of documents that are making a body of literature in the field of Library and Information Science.

3.3 Methodology

The documents listed were scanned through. If there was an article by an Indian author, its citations were studied. If the cited documents were published in a foreign periodical(s), further analysis was made. The frequency count for the journal was then picked up. The main intention is to pick up the frequency of citation of the same. The age of publication cited primarily falls within the last five years.

4. DATA ANALYSIS

The data gathered from the citation count of foreign journals cited by the Indian authors in the field of library and information science is presented in table 2.

Table 2 : Distribution of citations to the foreign journals

SN	Journals from	No. of journals		No. of citations	
		Actual	%age	Actual	%age
1	USA	66	60	335	68.5
2.	UK	11	10	99	20.2
3.	Japan	9	8.2	13	2.66
4.	Canada	3	2.7	9	1.80
5.	International	3	2.7	8	1.64
6.	Germany	2	1.8	4	0.80
7.	Hungary	1	0.9	2	0.40
8.	Rumania	1	0.9	2	0.40
9.	Australia	1	0.9	1	0.20
10.	Denmark	1	0.9	1	0.20
11.	Malaysia	1	0.9	1	0.20
12.	Zimbabwe	1	0.9	1	0.20

BEST COPY AVAILABLE

Table 3 : Citation Data on Indian Authors Citing Foreign Journals in Library Science

S.NO	JOURNAL	NO	%
1.	Journal of American Society for Information Science (USA)	45	8.38
2.	Online (USA)	42	7.82
3.	Aslib Proceedings (UK)	35	6.52
4.	Database (USA)	31	5.77
5.	Journal of Documentation (UK)	31	5.77
6.	Information Processing & Management (USA)	22	4.10
7.	Online Review (USA)	16	2.98
8.	College & Research Libraries(USA	15	2.79
9.	International Library Review	13	2.42
10.	Special Libraries (USA)	13	2.42
11.	Serials Librarian (USA)	13	2.42
12.	Journal of Librarianship (UK)	11	2.05
13.	Journal of Information ScienceUK	11	2.05
14.	Library Trends (USA)	10	1.86
15.	Program (USA)	10	1.86
16.	Library Resources and Technical Services (USA)	10	1.86
17.	Journal of Library AutomationUSA	8	1.49
18.	Information Technology & Libraries (USA)	7	1.30
19.	Medical References Quarterly USA	7	1.30
20.	ARIST (USA)	6	1.12
21.	Library Quarterly (USA)	6	1.12
22.	Library Journal (USA)	6	1.12

23.	Bulletin of Medical Library Association (USA)	6	1.12
24.	Online Kenasalleu (JAPAN)	6	1.12
25.	American Documentation (USA)	6	1.12
26.	Bulletin of the American Society (USA)	5	0.93
27.	Canadian Library Journal CANADA	4	0.74
28.	American Economic Review (USA)	4	0.74
29.	IFID (I)	3	0.56
30.	Small Computers in Libraries USA	3	0.56
31.	Online Library & Micro Computers (USA)	3	0.56
32.	Biblieeke Medica Canadiana CAN	3	0.56
33.	Wilson Library Bulletin (USA)	3	0.56
34.	Drexel Library Quarterly (USA)	3	0.56
35.	Libri (DENMARK)	3	0.56
36.	IFLA Journal (I)	3	0.56
37.	QBIAALD (USA)	3	0.56
38.	Satellite Communications (USA)	3	0.56
39.	International Journal of Information Management (USA)	3	0.56
40.	International Forum For Information & Documentation (I)	3	0.56
41.	Library & Information Science Research (USA)	2	0.37
42.	Computers in Libraries (USA)	2	0.37
43.	A-2 Orvosi-Konyvtaros (HUNGARY)	2	0.37
44.	Journal of Chem Inf and Comp Services (USA)	2	0.37

45.	Library Software Review (USA)	2	0.37
46.	Canadian Journal of Information Science (CANADA)	2	0.37
47.	Joho no Kagaku to Gijutsu (JAPAN)	2	0.37
48.	World Patent Information (AUSTRIA	2	0.37
49.	Documentaliste (ROMANIA)	2	0.37
50.	Library Technology Report (USA)	2	0.37
51.	Aslib Infroamtion (UK)	2	0.37
52.	International Classification (GR)	2	0.37
53.	Collection Management (USA)	2	0.37
54.	Advances in Librarianship (USA)	2	0.37
55.	Unesco Bulletin for Libraries (I)	2	0.37
56.	Library Association Record (UK)	2	0.37
57.	Bulletin of ASIS (UK)	2	0.37
58.	Nauchno-Tekhnicheskaie (GERMANY)	2	0.37
59.	Journal of Chem Documentation (US	2	0.37
60.	Legal Reference Service Quarterly (UK)	2	0.37
61.	Journal of Education for Library & Inf Science (USA)	2	0.37
62.	Information Library Review (USA)	2	0.37
63.	Information Cataloguing (UK)	2	0.37
64.	Social Science Information Studies (USA)	2	0.37
65.	Lazerdisc Professional (USA)	2	0.37
66.	FID Bulletin (USA)	2	0.37
67.	Futurics (USA)	2	0.37
68.	Laise	1	0.19
69.	Informatik (GERMANY)	1	0.19

BEST COPY AVAILABLE

70.	Kniznice-a-Vedecke-Informacie (JAPAN)	1	0.19
71.	Bibliotech-Oggi "	1	0.19
72.	Education Library Bulletin USA	1	0.19
73.	Serial Review "	1	0.19
74.	IT News "	1	0.19
75.	Reference Service Review "	1	0.19
76.	CD-ROM Librarian "	1	0.19
77.	Information Sources & Development "	1	0.19
78.	Research Quarterly "	1	0.19
79.	College & Research Library News "	1	0.19
80.	Australian Librarian "	1	0.19
81.	Research Libraries "	1	0.19
82.	Micro computers in Library Management "	1	0.19
83.	Information Service & Use "	1	0.19
84.	Journal of Library & Inf science (UK) UK	1	0.19
85.	Online Today USA	1	0.19
86.	Vive	1	0.19
87.	Joho-Karin (JAPAN)	1	0.19
88.	Schellbibliothell Aktueu "	1	0.19
89.	Information Today USA	1	0.19
90.	Database Searcher "	1	0.19
91.	Aus Kuntt (JAPAN)	1	0.19
92.	Library Research USA	1	0.19
93.	Health Library Information "	1	0.19
94.	Bibliotekovedenue (JAPAN)	1	0.19

95.	Bibliograph-Za-Rehezham (JAPAN)	1	0.19
96.	Library & Inf Science (USA)	1	0.19
97.	Mini Computers in Libraries "	1	0.19
98.	Zimbabvva Librarian (ZIMBABWE)	1	0.19
99.	Library Acquisitions (USA)	1	0.19
100.	Education for Librarianship "	1	0.19
101.	American Libraries "	1	0.19
102.	Cataloguing & Classification Quarterly (UK)	1	0.19
103.	Library Research & Technology Service Report (UK)	1	0.19
104.	Research Management "	1	0.19
105.	Management Science "	1	0.19
106.	Engineering "	1	0.19
107.	Operation Research Quarterly "	1	0.19
108.	Journal of.Education for Libraries (USA)	1	0.19
109.	Australian Library Journal AUST	1	0.19
110.	Information Science (USA)	1	0.19
111.	The Accounting Review	1	0.19
112.	Datamation (USA)	1	0.19
113.	Computer Communications "	1	0.19
114.	Review Services "	1	0.19
115.	Majalah Perpastakaan Malyasia (MALYASIA)	1	0.19
	Total	537	

5. ANNOTATION

The data presented above shows that the number of citations to journals and the number cited journals are the highest in the United States: that is, 66 journals have been cited for 335 citations. This is by far the highest. USA seems to be the single most influencing country in Library Science in India.

The next in order is the United Kingdom which has the citation of 99 out of the 11 journals cited. This again is 20%. Then comes in the list is the Japanese journals: 9 journals have been cited 13 times. The Canadian journals have a tally of 3 journals being cited 9 times. At the international level, the journals sponsored by the international organisations such as FID, IFLA, IFID, three journals have been cited 3 times. Thus, the sweep of impact on the Indian scene between USA and the European countries can been seen. We also see that the journals from the Asian countries have influenced on Indian library scientists, but not on a large scale.

6. CONCLUSION

The citation density in a way indicates that the journals' density in USA is by far the largest. It is the largest publisher of journals in the field of Library

Science in the world. This is followed by the United Kingdom. The other reason is that the development in information technology is in the area in which the Indian library scientists have had the influence on their writers. The literature on this subject is more from USA and UK. Probably for this reason, Japan comes third in the citation. We can also attribute that many Indian library scientists have had education in USA and also internship there. Hence the citations are more for that country. UK is the second most cited country. This again is due to cultural, political and linguistic contacts.

BEST COPY AVAILABLE

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: Education anderesearch

Section/RT: Research in reading

Joint Meeting with:

WORKSHOP THEME (IF APPLICABLE):

010-READ -1-E

CHILDREN AND READING IN ISRAEL

by

by Irene Sever
Laboratory for Children's Librarianship
University Haifa, Israel

For internal use only:

Meeting No: 86

SI: yes/no

Estimated number of participants in the meeting:

CHILDREN AND READING IN ISRAEL

by Irene SEVER
Laboratory for Children's Librarianship
HAIFA UNIVERSITY LIBRARY

At its most fundamental, reading can be defined as creating a connection between the cognitive and linguistic potential of a child and the semiotic and verbal attributes of a written text. The process by which this connection is created is called teaching of reading, and it is governed by a relatively large number of theories regarding the paths by which this mental exercise is supposed to occur in the brain of the reader. In practice, teachers through the ages have invented a large number of techniques through which they expected that a child could be taught to make sense of a written message. The methods of teaching have been based on accumulated experience of educators, and on practical applications of a variety of theories of learning, which teachers have adopted. Of course, this is an extremely simplistic description of an immensely complex process: more elaborate theoretical and practical guidelines exist in every literate society. However, considering that there is little consensus among psychologists, educators, experts on brain function and linguists, to name only a few of the many practitioners trying to figure out the best means of turning boys and girls into fluent readers, it is not surprising that at every stage of teaching reading there are, inevitably and unfortunately, some who for a variety of reasons do not arrive at the expected goal.

The input of theory and teaching methods that the academic world has to offer is, it must be said, somewhat disorganized in that none of the theories advanced to this day can completely and authoritatively declare what is THE best and only system of teaching reading. Part of the problem is that while we know a lot about how children probably learn, we cannot be absolutely sure that ALL children learn in the same way. As a matter of fact much evidence has been collected to show that all children DO NOT all learn in the same way, and do not profit equally from different methods.

Moreover, every language presents its particular difficulties to the beginning reader and teaching methods must overcome a variety of language-specific problems. Script, phonetics, syntactic and semantic organization and pragmatic control of one's language all demand culturally and linguistically specific adaptations of teaching theory and practice. Thus, what seems to work very well in one culture and language can become utterly impractical in another cultural and linguistic context.

At the other end of the teaching process is the child: a bundle of only partly overt potential and capacity for reading, but with each child's unique psychological makeup and culture specific environment into which, among other things, he or she will be socialized during the very period when first language and later reading will be learned.

The importance of cultural and linguistic environment cannot be minimized. It will create problems that must be overcome, and is likely to affect every aspect of the learning process. Were we to discuss the cultural barriers that every child in its turn must overcome on the long and arduous road of language acquisition and socialization, we would probably have to spend an inordinate amount of time just trying to define the problem.

Children acquire language by listening: throughout their early childhood their "mother tongue" will be taken in from their immediate surroundings, their parents, caretakers, siblings and other relatives. What they hear is spoken messages, coded in the intimately familiar special language of their closest social group. One of the problems that a new reader faces is that written language can be widely different from the language codes the child has internalized through language acquisition. This problem exists in many different social, cultural and linguistic contexts and in some cases forces a child to learn what is tantamount to a "foreign" language.

In the Israeli context for example, written Arabic is based on a classical version of the language, which in many ways differs from the vernacular spoken among Israeli Arabs, of which also there are several variants. The good news is that classical Arabic can be understood, in its written form, by all educated speakers of Arabic, while in the spoken language, regional and dialectal variations can be considerable. The bad news is that a native speaker of Arabic cannot count on hearing written Arabic unless it is read aloud from a literary text.

Literary Hebrew carries into modern times the cultural heritage of millennia, including grammatical and syntactic forms jealously kept unchanged from biblical times. Spoken Hebrew is a rejuvenated version of an ancient tongue, full of modern lexical additions that would make Kings Solomon and David squirm. The Hebrew heard by the children on TV, in their parents' home and on the streets can be found in those children's books which attempt to ease the transition to more literary style and language. These are often branded as affecting negatively the appreciation of good literature among the young.

Small linguistic entities have a special difficulty in that their particular language has only few real and potential speakers, and their literary output has a restricted readership in the original. Translation can of course bring to outside notice native works and acquaint national readership in the literary gems of other peoples, writing in different tongues. However, translation is always tricky and in some cases, the script itself causes problems. Some countries, such as Poland and Turkey made a historic decision by deciding to reproduce their native tongues in the Latin alphabet, thus facilitating their integration into the larger linguistic community of writers in Latin characters. Others have undertaken the difficult task that a language, when left to develop undisturbed will do at a very slow pace, of simplifying traditional writing and orthography, of reducing the number of phonemes used in script and integrating too numerous exceptions into a more logical grammatical whole. Where a traditionally oral culture must be transformed into a written form, it should be possible to select a system of writing it that would create as few obstacles to the acquisition of reading as possible. Even in this, many nations seem to have encountered great difficulties, sometimes adopting a totally foreign one instead of inventing their own. Others, whose cultural past is in antiquity, such as Greek or Hebrew find it difficult to visualize a "modern" variation of their venerable writing. From time to time people propose simplified script which is vehemently and successfully condemned by purists and relegated to the obscurity from which it sprang. Some things can be done to alleviate the difficulty: Hebrew and Arabic, while remaining faithful to their ancient script have adapted the archaic practice of adding vowel signs to their written texts in order to facilitate word recognition and understanding of words in contex . New readers are helped by these vowelization signs until the time their skill in recognizing words according to context is arrived at and thereafter the vowel signs can be dispensed with altogether or be used in foreign or rare words only.

The existing barriers on the way to reading around the world are too numerous to be dealt with in this short session, but there is one that concerns us as librarians directly and that is access to books. As a rule, two main lines of supply provide reading material to children: home collections and libraries. However. for young, preliterate children, access to the stories in the books are rigidly controlled by the need to have somebody disclose the story from the small black signs where it is concealed. Every home has rules of access to its book collection and a child learns how to maneuver parents, caretakers and other literate members of the family into reading aloud and telling stories. Family books reflect parental values and interests, and they are made accessible to the children accordingly. Nevertheless, a new story cannot be enjoyed except through the mediation of somebody who can read.

If mediation is a necessary adjunct of access to books in the home, a preliterate child is even less capable of using library collections. Until school age a child will rarely be in the position of even getting to the library except accompanied by a caretaker. Even after this obstacle has been removed, a child is dependent on adult mediators every step of the way:orientation around the unfamiliar setting of a library, and selecting a particular book out of the many available is no easy task. We find that even school age children, who at least in theory have already acquired a rudimentary reading skill, can find the library a somewhat daunting environment.

What a beginning reader needs to learn in initial library contacts are complicated concepts. First and foremost, the child must accept that ownership of a book and loaning it from the library are two very different things: at home the book is always available, while possessing library books can only be transitory, and for a very short time. Private books can be read and reread a hundred times, library books must be returned and shared with many others. A child's books can fill a single drawer, while the library presents stacks full of books in serried rows from which a selection is supposed to be made. The organization of the books on the shelves can cause difficulty: arrangement by authors, whose names are often unknown to non-readers and beginners, can be confusing, as a child is not necessarily a born cataloguer. Even if the collection for the young preliterate or beginning reader is kept separate and the book covers are more visible than is usual for fluent readers, a selection is no easy task when criteria for preference for a certain item are still immature.

What constitutes barriers to reading and library use belongs to two different spheres: those deriving from the child's ability to learn to read on one hand and from access to reading material on the other. In order to simplify the process, it may be useful to examine first what can be done by way of access to books so as to smooth out the path to reading

There is a certain amount of dissension among experts on the proper time to introduce the child to the library. In certain school libraries in Israel children can begin to use the library in third or fourth grade only. That is considered a suitable time to teach library skills: after reading has been thoroughly mastered. Unless the child has had prior contact with a library through parents for example, in first and second grade only the & limited offering of a small classroom collection may be available beyond the texts through which reading is actually taught.

Public libraries in other communities invite all first graders to a library visit in the fall, issue them library cards and keep up their interest in what the library has to offer through a variety of programs designed to turn every single child into a library user through a close cooperation with the teachers of the various schools. Some libraries combine school library attributes and public library functions and serve schoolchildren and teachers during school hours and the rest of the population after school is out.

From the vantage point of many children in Israel, there is a variety of sources from which to acquire reading materials: home, school, either as classroom collection or school library, public libraries and their small branches available in less centrally situated neighborhoods, book mobiles etc. Libraries, both school and public ones are proliferating among the Arabic speaking population, as Arab and Druze librarians are making use of their training and of the higher educational level of young parents to convince local authorities in the Arab and Druze villages and towns of the importance of literacy and library use.

Books are also borrowed from friends and relatives, given as birthday gifts and acquired by a large section of the population during a yearly book fair "Hebrew Book Week" where publishers and bookshops sell their accumulated stock of books at a discount, so as to make way for newly published ones. Many families - and libraries - save money during the year for this purpose. The publishers and booksellers of material in Arabic have also introduced successfully an "Arabic Book Week" which brings increasing numbers of buyers to the stalls in several Arab and Druze settlements. A good part of the books sold at the fair are reference books and non-fiction, which ever growing numbers of parents feel will further the education of their children and who take advantage of the bazaar atmosphere and the discount prices to acquire such items as encyclopedias, dictionaries and atlases in addition to other books.

The attention of children is drawn to books in a variety of ways: Israeli libraries carry out various programs of promoting reading, instructional TV presents new books to young readers of all ages, school and public libraries invite authors and illustrators to come and discuss their books with the children. According to surveys Israelis are relatively active readers throughout their lives, and in primary schools the percentage of active readers stands around 65%. If children who acquire books from other sources are added to the active readers of their school library, our surveys showed that some 90% of all third and fourth graders in some communities are active readers. These figures decline somewhat with the onset of adolescence: the number and quality of books for this age group, in Hebrew and translated from foreign languages is relatively limited, and unless teenagers find suitable reading material in the adult section, the fare offered them in book stores and libraries is insufficient to meet the needs.

Young adult departments on the American model do not exist: libraries allow children and adults to explore the collection at will. The preliterate children and elementary school pupils have as a rule their own section in the library, set slightly apart from the adult collection. Young adults can borrow freely from any section, adult or juvenile, according to their momentary inclination. Librarians have come to know well the youngster who one week will plunge with enthusiasm into Kafka's Trial and select next a book by Enid Blyton (very popular) or a detective story.

Access in itself does not turn library visitors into readers. Even if a library is "user friendly" and enables the child or youngsters learn to select reading material efficiently as well as acquaints them routinely with less known sections of the collection through a variety of promotional programs, from quizzes to book talks and advertising, it can only make them aware of books, not force them to read. Libraries sometimes tend to preach to the converted only: they will serve the public that comes to the library, but make only few attempts to reach those parts of the population who either because of socio-economic conditions or because of the absence of a library tradition have only a hazy notion of what libraries have to offer. In an immigration country like Israel the older generation is as likely to learn Hebrew from the children than parents have of teaching Hebrew to their young. Thus the connection between parental behavior and that of the children is especially interdependent: mothers who bring their children to the library also become readers, while second-generation readers of Hebrew take their toddlers along to the library where they become acquainted with the library as a place full of fun and interesting things to explore.

The solutions proposed in the vast literature on reading acquisitions are too numerous to list. They all seem to have some advantages and some drawbacks. Proposing a solution to such a complex problem may be naive or preposterous. Still, an approach could perhaps be helpful. There are many indications that reading in order to be acquired successfully must start with skills in the preliterate age. Otherwise it would be impossible for children to learn to read without teaching and become fluent readers already in preschool. One possible solution is to concentrate on imparting those skills to all children, while still in the preliterate stage so that a child learning to read would already have a basis for easier reading acquisition.

In order to learn to read one needs to recognize script. Sesame Street and other similar programs have proliferated in the past years and hopefully help many youngsters have a working knowledge of the shape of letters during their preschool years. Listening to narrative structures and literary language throughout early childhood is probably of critical importance as well: it would make the transition from vernacular and spoken language to literary styles and language easier. However, the skills needed to select and evaluate a story from the book where it nestles, and the ability to cope with narrative forms is central to a later ability to predict what a story, a plot and a sentence has in store. As an understanding of words in context is the basis of understanding the meaning of the text, it is important for every child to have experience with a variety of texts and sentence forms that can then be applied to later decoding of written messages in a story or elsewhere. Therefore, one of the tasks of early childhood would be to learn how to cope with written text efficiently and this can best be done by listening, just as general language skills are acquired through hearing.

Reading in most cultures begins around the age six, even though reading readiness fluctuates from country to country and among children. The concept of readiness itself is problematic, as many do not agree either with the universality of an optimum age or with the criteria proposed to test it. Some cultures, such as ultra orthodox Judaism has for centuries started instruction of young boys in reading the holy scriptures at age three, something that was accomplished successfully. The official age for starting school in Israel as in other European countries is six years of age, and it is preceded by one year of compulsory nursery-school. In actual practice, many mothers take care of their children themselves until the age of two, after that comes a small day-care program, where the child spends 3-4 hours daily in a small group of infants led by a professional nursery school teacher. The child will join a regular kindergarten at age three or four, and from then on school will follow one or two years of preschool. Thus, children arriving in first grade are veterans of some three or more years of formal education. A similar trend begins to evolve among Arab town dwellers, where the idea of a married mother of children working outside her home is spreading and becoming acceptable among the younger generation. Also, the educational advantage to be derived from a longer period of formal schooling in early childhood has become an element to reckon with.

Inspite of the diversity of view on practically every aspect of teaching reading, some basic notions stand out. On the basis of such notions, programs have been developed in Israel, which may offer a partial solution to the problem. Two such programs are derived from the principle that reading ability is depends not only on what the child acquires in the kindergarten, i.e. in the formal educational setting but also, perhaps more importantly, what is transmitted in the home. Therefore, the argument goes, home and school should join forces. Based on this principle a program called MILOH (Parent and Child Center for Literature and Art) was developed some fifteen years ago.

The rationale behind the creation of special nursery-schools to promote literary and art awareness was derived from the cultural characteristics of various sectors of Israeli society: there were parents who thought that reading bedtime stories or taking young children to special outings in museums and creative art programs, ballet and dance classes were a natural part of raising a child, the way they had been raised themselves. Other parents were aware of the benefits of such training, but had neither the financial possibility nor the necessary know-how. Others still, were not even aware of the importance of reading aloud, stimulating the child's mind with educational toys and art programs. Parents needed help. The need and importance of such stimulation had to be explained to them and they had to be taught how to transmit their newly acquired competence. MILOH undertook to help parents learn how to help their children.

Special nursery-schools were created which concentrated on promoting interest in books and stories. A variety of audiovisual techniques for telling a story: puppet theater, puzzles on the basis of book covers, illustration and other means were prepared by especially trained nursery-school teachers. Children from kindergartens in the area were invited at fixed intervals to come to the MILOH nursery-school, with their teacher and given the opportunity to listen to stories, told and recorded, to play with costumes, learn how to remember stories on the basis of illustrations and many other activities. Parents were also asked to come to the nursery-school, first without the children to prepare materials and learn about storytelling. Later parents would be schedules for visits with their children. The MILOH nursery-school would function also as a lending library, enabling parents and children to go home with a book, and they were encouraged to register in the local public library. In addition to the concern over reading, art appreciation was also part of the program, reproductions and slides of famous paintings and other art objects were also introduced, enabling the children to learn basic aspects of the world of art.

Under the auspices of the department for Parental Involvement in Preschool Education of the Ministry of Education, another approach to the problem was developed by myself. On the assumption that reading ability and readiness are in the making in preschool year, the involvement of parents in the work of the nursery school was initiated through the establishment of the book collection, available in every preschool, as a lending library. The children were encouraged to participate in the selection of the book together with the parent, and the mothers and fathers undertook to participate by reading the selection to their child. The so-called "book corner" of the nursery-school was reorganized so as to become physically and ideologically the center of the class. Old and unattractive books were eliminated from the collection which was redisplayed prominently. Children were encouraged to handle books throughout the day at their own initiative, and they were able to practice the difficult art of selecting "reading material" at their own pace. Every child could loan a book, simply by placing the book card into a pocket carrying his or her name. If the selection was not successful, the book could be put back and another selected. Mothers and caretakers were encouraged to come and select books for reading aloud together with the child, and to read aloud at the time they brought the child to kindergarten or came to pick him or her up after work. In addition, the teacher led a training course for parents about children and books, from techniques of story telling to selection reading material for their child. As a result of this activity the connection between mothers and kindergarten became more intimate, and fathers began to take an interest in reading stories to their children.

The principle underlying this type of program includes a number of assumptions, which hopefully will be corroborated empirically. If children who went to such a nursery-school will experience less difficulty in learning to read, it may indicate that by helping children develop "library skills" such as techniques of selecting reading material, predicting what a story will be about on the basis of illustrations and making books available to them at their own initiative and preference, we may get as a result of such efforts the best prize of all: a reading child.

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: EDUCATION AND RESEARCH

Round Table: RESEARCH IN READING

41-READ-2-E

Joint Meeting with:

WORKSHOP THEME (IF APPLICABLE):

INVESTIGATIONS INTO READER INTEREST AND READING IN LITHUANIA, 1918-1990

By Vytautas RIMŠA, head of the Research Department Martynas Mažvydas National Library of Lithuania

For internal use only:

Meeting No: 86

SI: yes/[✓ no]

Estimated number of participants in the meeting:

The library science, the science of bibliography, the science of book investigation and the science of informatics (as linked to library activities) are characterized by ancient traditions. The early resources and beginnings of these sciences are dated as far back as the end of the 18 th century. Investigation of reader interests as well as investigations into reading represent a concrete and peculiar field of the above mentioned sciences which to a large part is integrated. In the field of library science this makes an indivisible part of lectology science.

The object under investigation is not unified or non - complex. It is composed of the knowledge of theoretical as well as that of empirical level (this particular level should be understood as empirical data obtained, the results of investigations and the information on the activities in this field, such as that on history, theory, methodology, methodics and methods of the subject under discussion - also scientific activities (all the job on the mentioned aspect that has been performed in the Republic of Lithuania[x]; - their development, status, subjective and objective conditions) - and also the application of the results of investigation.

The object under investigation has already been given a considerable analysis. G.Raguotienė has performed investigations into reading interests and reading of children /5,6/. In the period of 1961-1964 publications on this subject also appeared in the professional journal "Bibliotekų darbas" ("The Work of Libraries"). These publications were contributed by P.Saudargas /12/. In 1918-1978 the tendencies of reading development have been investigated in the book "Investigations into Readings of Lithuania" /10/. A considerable regard to the subject under discussion has been given in the discussion of the work of Lithuanian public libraries for the year 1970-1982 /11/. The subject has also been discussed in different scientific conferences, symposia, seminars /1,8,9,13,19/. Recently, the experience obtained in organizing the investigatory inter-departmental job (coordination, cooperation, planning) has been generalized, for the year 1977-1987, in the whole Republic of Lithuania /18/. This indicates that the issue of readers' interest and the problem of reading investigation is recently in the focus of interest.

---

[x] The article does not cover the investigations of this kind that had been performed in foreign countries with the Lithuanian Diaspora scattered in them. This poses a different issue of investigation.

In the present article only the most general features will be discussed.

Three independent stages could be identified in the development of Lithuanian readers' investigation, from the point of view of the intensity of investigations, of their scientific level, of the elaboration of methodics and from other standpoints. These stages are as follows: 1) investigations that had been performed during the years of the increasing national revival movement (since the start of the very idea of such investigations till the year 1918); 2) investigations performed during the years of the existence of the Independent Republic of Lithuania; 3) investigations performed during the Soviet period (1940-1990).

The first stage of investigations. The idea to investigate the interests of readers and the very first attempts to investigate those needs were started at the end of the 19 th century. These ideas posed a specific objective of investigating how under the conditions of the bann[x] of Lithuanian press (the Latin alphabet) and Lithuanian schools (schools with the Lithuanian language taught) by the tzrist Russia Lithuanian literature (published mostly abroad) spread among Lithuanian people, what were the reading needs and interests of readers of the period. Problems of this kind were mostly solved by representatives of intelligentsia, by people actively participating in the process of the nation's education and fostering of culture, also by Lithuanian emigrees who used to work in the Eastern Prussia, the USA and other foreign countries. During this unfavourable to Lithuanian culture period, the national cultural antitzarist movement of book - carriers had a positive impact upon the formation of conditions facilitating a more intensive reading of Lithuanian nation. Thus book- carriers distributed the Lithuanian press, alongside secret underground Lithuanian schools were established. The Lithuanian journal in emigration "Varpas" ("The Bell"), published at the period of 1889-1905, contributed significantly to the instigating of investigations into reading ant into the realization of the present idea in Lithuania. Yet in the period under discussion scientific investigations were not abundant.

---

[x] The Lithuanian press and Lithuanian schools were banned for the period of 40 years (1864-1904).

This was the period when the idea for this work was just under the process of maturing.

When the bann of the press had been lifted, new preconditions for the investigation of readers' interests and of reading were established. This was also due to the wide movement for national liberation and independence. Thus it was the second and a more intensive period of investigations into reading needs. Thus now investigations were undertaken by book publishers, by the staff of editing boards, by members of teaching staffs, library workers and other participants of "enlightenment" process. The issue of the "reading problem" and the importance of reading was considered by such famous teachers of the period like V.Biržiška, P.Mašiotas, K.Skabeika, the writer K.Puida and other educationalists of the discussed period.

The number of concrete reading investigations has also increased. In the period of 1909-1910 investigations were performed to disclose how children and farmers conceiveda book read. In 1911 investigations were conducted into the reading of books and newspapers by teachers, in 1913 - the reaction of primary school students as well as that of students of gymnasia to fiction read was investigated (M.Grigonis et al.). Another group of investigations was performed while analysing the reading of periodicals, and also the opinion of readers on the materials published in the periodicals under discussion was investigated. Thus editorial boards of different journals and newspapers investigated the opinions of their readers in the above mentioned way: "Žarija" ("The Sparkle") did this in 1907, "Vilniaus žinios" ("The News of Vilnius") and "Šaltinis" ("The well") - in 1908, "Aušrinė" ("The

Daybreak") in 1910, investigations of this kind were conducted by other editorial boards too. Abundant information on readers and reading was published by librarians of provincial libraries (libraries of Liudvinavas, Obeliai, Utena, Vabalninkai) (the librarian A.Varmas et al.).

Investigations under discussion instigated the development of the idea as well as that of theory. Methodical aspects of investigation and the experience of this work were particularly enriched. Questionnaires were composed and used alongside with the other methods of investigating such as statistical analysis. The experience of noted English, American, Russian librarians as well as the experience of those from other countries was studied (that of teachers M.Brunschweig, Tc. Balaton, A.Netschaev, L.Pheipher, G.Troshin, psychologists V. and J.Labunski, M.Mardvinowa, H.Rajevska, N.Rubakin and others). These investigations were based on those performed in 1894 by Lithuanians of the USA and Europe, also on the investigations performed in 1909 on the iniative of Lithuanian of Dorpato (presently Tartu) in Russia as well as on some other investigations performed by students of the Lithuanian nationality living in other European states and America. This made it possible to avoid provincial and territorial tendencies in their investigations and instigated research process itself Thus the research into reading problems achieved an adequate scientific style and level. This period represented a stage of investigations which resulted in accumulation of national experience in the field of reading issues investigations.

The second stage of investigations. The investigations conducted in the period of 1918-1940, i.e. in the period of the Independent Republic of Lithuania, represent valid and independent investigations into reading interests and reading process problems. With the alternation of the conditions of political, social and cultural life a new and considerably wider conception of these investigations was formed. Presently the impact of reading upon the spiritual culture of a person was considered important as well as the impact of reading upon the intellectual devepolment of people. Fuctional institutions searched to apply these novel concepts in the process of a more effective training of educated, wellread and cultured citizens, of the Republic, in the facilitation the progress of personal and social development, in promotion and fostering of the development of spiritual world of citizens and of the young generation in particular. With the increase of the number of intellectuals of national origin the number of investigations increased too and the investigations were expanded.

At the period under discussion reading of different social strata was investigated in the Republic, such as reading of students, of the staff of higher educational institutions, of gymnasia teachers, of pupils, soldiers, parents, of women - farmers living on medium size farms and so on. A great attention was aroused by the investigations of readers' interests performed in 1927-1928 by the V.Kudirka library of Kaunas city, also by some later investigations performed by V.Ruzgas who used the methods of questionnaires and of statistical analysis. In 1933 A.Ruzhancov performed a centralised investigation of reading of soldiers using the method of reader membership files analysis. Investigations performed in 10 libraries and then in 11 libraries respectively were wide and extensive. On the first case a wide investigation of readers of Kaunas city was performed, the intensity of reading, the subject of reading, interests of readers and meeting of those needs and interests, the estimation of readers on the work of libraries - all these were subjects under investigation. On the second case the interest of readers for fiction was searched, e.g. the popularity of written works and of authors. The data of questionnaire and reader opinion poll in Lithuanian libraries which became available in 1934 provided extensive information on the issues investigated.

Investigation of children reading represented yet another field of reading investigation. Investigated were such issues as the subject of children reading, the sources of reading materials, kinds and genres of literature, pecularities of reading by children and some other problems. Efforts were made to identify the most popular children books and authors, to determine the mode of their reading of tales and poetry, to elucidate some other issues regarding reading. Investigations of this kind mostly served the pedagogical and psychological needs of out - of - class reading, teachers searched to find out the opinion of children about a particular book or a heroe of a book, to identify the didactic value of a specific book, the attitude and mood of a reade and the process of reception.

Investigations into children reading were mostly performed by teachers (A.Adomaitis in 1935, V.Bičiūnas in 1939) or by editing boards of periodicals and children periodicals in particular ("Žvaigždutė" / "The Star" in 1928, "Ateitis" / "The Future" in 1933, "Vyturys" / "Sky - lark" in 1938). The concept became dominant that children reading was not only a specific pedagogical or psychological problem, but that it was a social problem too and it should be given priority in regard to the formation of new society in particular. Later on this concept received a wide approval.

Scientific and methodological level on investigations became considerably higher at the discussed period. An acquaintaince with the works on this field written by noted library scientists of England, Austria, Poland, Russia, Germany, the USA. Books of such library science representatives as Ch.Bühler, H.R.Hamley, A.Hunt, O.Lipmann, L.Terman were translated, their investigation results were published and methods widely discussed. At the period discusse such analysis methods as statistical data and membership file analysis became well accepted, and even lectures used to be given on these methods in some institutions on higher education, these methods were also practically applied. Methods of questionnaires, observation, written tests of favourite books and authors were known as well as some other methods and some tests, such as those of Binet, R.Knight, Kuhlmann, N.Rubakin, Simon W. Stern, L.Terman, O.Wiegmann and others. Thus investigations of reading problems in Lithuania were of adequate methodological, methodical and scientific level even if compared to international library science field investigations.

As Lithuania did not possess a research centre for library science investigations, these were mostly conducted by individual rescarches. Thus consequently, the data of investigations have not always been adequately amassed and published. In spite of the fact that many works in this field were collected during the mentioned period yet some researches estimate their total number being about 40, though scarce they retained their value till recent days Many recent investigators into reading needs have used their past experience in their research work, these works make up an indivisible part of Lithuanian culture, of our nations cultural inheritance.

The third stage of investigations. This is a complex and contradictory period, the Soviet period in Lithuania covering the years from the middle of 1940 till the beginning of 1990. An estimation of this period cannot be but multi-aspect. The first stage that covered the years 1940-1964 was truly detrimental to culture. During the periods of wars and several occupations of Lithuania, mass deportations of Lithuanian citizens and emigration of Lithuanian people, skilled library science investigators were either destructed or scattered throughout the world. The basis of investigations was destroyed too. Many libraries were destructed, schools were closed. A negative impact upon the investigations as exherted by the negative attitude towards sociology dominant at the discussed period of the Stalin personality cult. Inhereted traditions were severely cenzured, the use of the investigation resuts, methods and experience accumulated during the period of Independent Lithuania were banned, teaching of these subjects at schools was also pro/hibited. Soviet investigators had no right to use the works or experience of foreign scientists investigating into reading problems. Thus as a result of this during this period of 15 years (1940-1955) no opinion polls of readers were conducted in Lithuania. Only at the end of this period (1956-1963) the first reading investigations appeared again conducted mostly by librarians or by students and those investigations were rather modest. Thus all the indicates to the fact the traditions of the period of Independent Lithuania were either forgotten or ignored. Consequently, the period is to be regarded as the worst period in the development of investigations into reading of Lithuanian inhabitants.

The period of 1964-1990 represents a different stage in reading investigation. With the positive changes in political sphere, investigations into reading needs of Lithuanian people were renewed. Alongside some works of episodic nature in the period of 1964-1967 some investigations were performed (conducted by E.Kacevičiūtė-Košinskienė /3/, L.Kastanauskaitė /4/ et al.) the scientific level of which corresponded to that Eastern European state investigators. Only now, after many years of oblivion, the methods used by foreign investigators were used again. Among them one should mention such methods like opinion polls of readers, questionnaires and interviews, observation, tests - all these methods that had been used in Independent Lithuania. With the increase of the amount of investigation works and the alteration of the concept of their importance, some organizational problems were given a positive solution in the Republic since 1977. The centre for the inter - departmental coordination of the work was set up (the scientific investigatory centre of Lithuanian National Library). In some libraries (the Scientific Library of Vilnius University, in some State Libraries) special scientific research departments were established, scientific and profiled research institutions (as some institutes of the Academy of Sciences system) undertook reading investigations, the number of investigators increased. A series of centralized investigations representing all social strata of inhabitants were conducted (A.Bagdonas, L.Bardžiukienė, Ž.Beliauskas, S.Bušmienė, I.Keldušienė, F.Laugalys, A.Matulionis, G.Navickaitė, V.Stasaitytė-Cicėnienė, R.Tamošiūnienė, K.Vaitkevičius, G.Žibikienė, V.Žilinskienė and by many others). These were positive changes which made it possible the present scientific level of reading investigations; yet scientists encountered a great many problems in their work.

In the second stage of the postwar period numerous investigations were conducted in the Republic. Some of them are of considerable scientific and practical value and they will be included into the history of Lithuanian culture and sociology. Two groups of investigations can be identified.

1. Investigations of the All-Union level conducted together with V.Lenin State Library of the Soviet Union and together with National Libraries of some other republics. These are included in the publications like "The Soviet Reader" (1965-1967), "Library Network and Principles of Their Complex Activity Formation" (1977-1979), "Rational Distribution and Utilization of Bibliographic Library Resources" (the first stage in 1981-1982), "The Dynamics of Reading" (1982),

2. Investigations performed on the Republican level, these were conducted in Libraries of a single department or of a group of departments of Lithuania in cities, regions, villages, these are published in: "Reading of the Country Inhabitants" (1967) /3/, "The Interests of the Young Generation of the Country for Poetry" (1968) /4/, "Reading of Agricultural Workers and Providing for their Reading Needs in State and Some Departmental Libraries" (1980-1981) /2/, "The Role of Libraries in Fostering of Professional and Mental Needs of Young Workers and Providing for these Needs" (1982-1986) /7,8/, "Man and Culture: Propaganda and Reading of Antialcoholic Literature" (1987), "The Interaction of Libraries in Large Lithuanian Cities" (started in 1986) /15,16/, "Investiga-

tion of Reading Psychology of Higher Grade Pupils", (1986), "A Differential / Psychological Research into Factors of Culture of Reading" (1986-1990) and some others /13,14,17/.

All these investigations provide abundant and valuable information on reading interests and reading of the inhabitants of the Republic. Their methodological, methodical and organisatory experience is also of value. To conclude, all this indicates that the investigations into reading interests and reading in Lithuania possess a rich history of almost hundred years. Though much research has been done into it, this research in not complete.

On the whole, the investigations into reading in the Republic have developed progressively, yet sometimes it lacked intensity, wideness and dynamic qualities; periods of the rise of this development (1909-1917, 1928-1939, 1965-1975) and even of leaps (1977-1990) were followed by those of recession (1960-1968) and even decline (1940-1959). This was due to reasons of different nature, yet the most important being concrete and objective social (ideological, political, cultural) and economic factors (the amount of funds granted to the investigation and science, material supply for libraries as scientific methodological centres, etc.); investigations were negatively influenced by wars, post war periods, the genocide of Lithuanian inhabitants and of intellectuals in particular. Inner factors determining the development of these investigations are as follow: non- satisfactory social estimation of these investigations and realisation of their value, modest social status of the investigations, lack of moral and material interest in their work on the side of investigators, sometimes a lack of professional skills of investigators, incompetent guidance of the work and so on.

The experience of many years of investigating into reading bespeaks that under favourable conditions the mentioned processes could be influenced and managed. This would require the following: an adequate realization by the society of the importance of these investigations; new scientists interested in this kind of work should be ingaged thus the scientific potential could be increased, a wider usage of the experience of foreign scientists if the field of methodology and methodology and methodics should be applied; the funding of this sphere should be increased thus ensuring material basis for the investigations. The results of these investigations should be applied and spread not only in libraries but in society too.

The real present situation suggests that a rapid future development of investigations into reading interests and reading, might be possible. These are in direct relationship to the tendency of orientation towards European culture, to the further development of new society and problems of humanitarian and spiritual development of Man.

Literature

1. Bagdonas A. Skaitymo psichologinių tyrimų metodologiniai pagrindai: Skaitymo tyrimų klausimai [Panevėžio simpoziume] // Bibliotekų darbas. - 1984. - Nr.10. - P.19; Bušmienė S. Kaimo gyventojų skaitymo tyrimų problemos // Ten pat. - Nr.11. - P.26-27; Rimša V. Miesto gyventojų skaitymo tyrimai // Ten pat. - P.26.

2. Bušmienė S. Žemės ūkio specialistas - knyga - informacija: Sociol. tyrimų rezultatai ir metodikos rekomendacijos. - V., 1986. - 104 p.

3. Kacevičiūtė E. Kai kurie kaimo skaitytojų interesai. V., 1971. - 81 p.

4. Kastanauskaitė L. Poezijos propagavimas kaimo bibliotekose: Sociol. tyrimų medžiaga. - V., 1973. - 68 p.

5. Raguotienė G. Lietuvių vaikų skaitymo tyrimai 1919-1940 metais // Bibliotekų darbas. - 1987. - Nr.1. - P.22-24.

6. Raguotienė G. Skaitytojų ir skaitymo tyrimai Lietuvoje 1904-1917 m. // Bibliotekų darbas. - 1986. - Nr.7. - P.26-30.

7. Rimša V. Bibliotekų vaidmuo ugdant ir tenkinant darbininkų jaunimo profesinius bei dvasinius poreikius: Sociol.-psichol. tyrimų metodika. - V., 1982. - 103 p.

8. Rimša V. Influence of Libraries on the Reading of Yong People Among Lithuanian Workers. - V., 1991. - 9 p.

9. Rimša V. Leseuntersuchungen in Litauen (1918-1940 J.). - V., 1992. - 6 S.

10. Rimša V. Skaitymo tyrimai Lietuvoje: /1918-1978 m./. - V., 1980. - 148 p.

11. Rimša V. Viešųjų bibliotekų 1970-1982 m. mokslinė veikla. - Referat. apžvalga. - V., 1983. - 48 p.

12. Saudargas P. Vadovavimo skaitymui klausimai biuletenyje "Bibliotekų darbas" 1961-1964 m. // Bibliotekininkystės ir bibliografijos klausimai. - 1966. - T.5. - P.35-60.

13. Skaitymo psichologijos klausimai / Tem. mokslo darbų rink. / Sudaryt. ir spec. red. V.Rimša. - V., 1991. - 144 p.

14. Skaitymo psichologijos problemos = Psychological problems of reading: Tarptaut. moksl. konf. praneš. tezės / Sudaryt. ir moksl. red. V.Rimša. - V., 1992. - 71 p.

15. Stasaitytė V. Lietuvos TSR miesto bibliotekų sąveika: Skaitymo tyrimų metodika. - V., 1987. - 155 p.

16. Stasaitytė V. Regiono bibliotekų tarpžinybinė sąveika: (Sąj. tyrimų <..> rezultatai, išvados, rekomendacijos). - V., 1985. - 83 p.

17. Tarybų Lietuvos gyventojų informacinių poreikių charakteristika: Tem. mokslo darbų rink. / Sud. V.Rimša. - V., 1982. - 99 p

I8. Римша В. Межведомственная организация НИР по проблемам библиотековедения, библиографоведения и книговедения ЛитССР // Библиотечное дело и библиография: Экспресс информация: Вып. 4. / Гос. б-ка СССР им. В.И.Ленина. - М., I988. - I4 с.

I9. Тенденции научно-исследовательской работы в национальных библиотеках Советской Прибалтики: Тез. докл. /семинара-лагеря Ли-Ла-Эст/: Пакретуоне, 7-I3 июня I98I г. / Состав. В.Римша. - Вильнюс, I98I. - 5I с.

IFLA GENERAL CONFERENCE . NEW DELHI 1992

IFLA
1992
NEW DELHI

DIVISION: Education and research

SECTION/RT: Research in reading

72-READ-3-E

If applicable:
WORKSHOP, THEME:
JOINT MEETING WITH:

ETHNIC AND SOCIAL PROBLEMS OF READING IN KAZAKHSTAN

by

Rosa Berdigalieva
director
The National Library of
Kazakhstan
Alma-Ata, Kazakhstan

FOR INTERNAL USE ONLY:

ABSTRACT ATTACHED: yes/no
NUMBER OF PAGES: (Ref.)

SI: ~~YES~~/NO

MEETING NUMBER: 86

The totalitarian system disintegration in the ex-USSR preconditioned the emergence of independent sovereign nations which strive for establishing their own legal democratic states based on and abiding by international principles and norms. For our Republic as well as for the other Central Asian Republics the top priority task today is disassembling of the totalitarian regime alongside with decolonisation and, at the same time, laying the foundations for a legal democratic state.

The official ideology of the ex-USSR was known to declare to the world public to have formed a new historic community of "the soviet people" on the basis of growth, mutual attraction and merging of nations and nationalities living in that country. In reality, such an ideology substantiated the creation of real mechanisms (legal, economic and social ones) which facilitated the functioning of a well-debugged system aimed at annihilation of national distinctions, the national consciousness included. The totalitarian system prevented diversity, opressed independence, subjects' initiative, be that a nation or an individual. They had to obey commands from above; from the Centre without demur like robots.

The system founded on dread was kept by force, that is why the whole economy worked incessantly for the military-industrial complex. The economy was a self-destructive monster. The Republic as many others was turned into an agrarian, raw-materials supplying appendage of the Centre. The culture which had been torn away from its deepest roots on purpose presented only a primitive parody of itself.

A more refined, disguised great-power chauvinism, russification and neocolonialism still existed and functioned within the frameworks of ex soviet system The Russian people naturally cultivated on this ideology could not help suffering in ethical, moral aspects.

The system built on such postulates could not exist long. It came to its end.

For the first time in the ex-USSR, in Kazakhstan in Alma-Ata, in December 1986 two forces faced each other in a clash: new democracy who believed in perestroika and the totalitarian, neocolonial regime. That socio-political confrontation had a powerful national charge shown by the fact that 99% of the participants comprised young Kazakhs. The Kazakhs were forced to take this desperate step because of the tragical situation, for they turned out to be one of the most unfortunate, humiliated, deprived of civil rights nation. Under the Soviet power, in the time of peace in the 1930-s more than half of the Kazakhs died of famine as the result of genocide. Because of the preplanned migrations ofother nationalities to the Republic, mainly the Russians, the numerical strength of the Kazakhs dropped to 28% of the whole population in the late 50-s. At present, due to purposeful, since colonial seizure by tsarism, supplanting from favourable climatic zones, more than 70% of the whole Kazakh population live in the most ecologically crisisful rural areas, like that of Semipalatinsk nuclear test site, in the role of experimental creatures or within the Aral ecological catastrophy zone, and this supplanting was prolonged in more sophisticated forms during the Soviet power, Moreover, these experiments have been carried out on the whole territory of Kazakhstan which resulted in damaging numerous historical places having historic, cultural and ethical values for the Kazakhs, places considered to be the national heritage of the people.

In the rural settlements where the most Kazakhs live, the essential process was in fact to purposefully preserve archaic social relations, forms of economic activities. The elaborated by neocolonial regime legal, economic, social mechanisms (strategies of personnel training, all-union bodies, the system of passport registration) resulted in the fact that the majority of Kazakhs were practically deprived of the chance to live in cities. Under the soviet totalitarian system the main part of national wealth was distributed into the cities. This meant ruthless, boundless exploitation of the rural population (about 80% of Kazakhs live in rural areas). For instance, in the capital of our independent state the numerical strength of Kazakhs doesn't even reach 20%. Meanwhile, the absolute majority of the homeless in the capital and all other cities of the Republic are the Kazakhs, especially young people. They are as well those who live in overcrowded workers' dormitories, rather barns.

In social hierarchy, the Kazakhs occupy mainly the lowest niche among the working class, and engineering staff. Their share is very small and unimportant among top leaders, the engineering staff of large leading production industries.

In the result of closing down numerous national schools, the Russian language tuition in vocational, secondary comprehensive and higher educational establishments, the Kazakh language found itself on the verge of disappearance. At present about 40% of Kazakhs do not know their native tongue.

According to the data obtained by sociological surveys, amoung 50000 readers of the Republican State Library 55% are Kazakhs, and only 5% out of this number read books in Kazakh. We have to add here that books in Kazakh comprise only 4,5% of the library funds. As for the contents of these books, it is mainly ideological literature.

At present one cannot but worry about Kazakh books acquisition. In 1991 the annual acquisition of books in Kazakh amounted only to 15,2% of all newly coming literature (16% in 1990). Each kazakh citizen can have average 3 books in his native tongue from the state library funds.

The negative results for book accumulation by library funds are also caused by a sky-rocketing of books' prices, low polygraphic quality of many editions. It is worth adding that many librarians are not familiar with Kazakh literature, do not properly handle readers' orders for books or even absolutely neglect Kazakh readers' interests.

A sample analysis of the carried research showed that there were districts and cities where not a single book in Kazakh was ordered by readers in libraries.

To a certain amount, the standards of library Kazakh language books acquisition are negatively influenced by the fact that many librarians either do not know their native tongue and literature or know it poorly, they do not study classical and modern Kazakh literature and methods of working with it systematically. Due to the fact that many readers do not know the language, they do not experience the constant need to read books and periodicals in their native tongue.

Special storage funds kept more than 30000 books, ideologically unsuitable for the totalitarian system. Those were books devoted to ancient history, culture, ethnical self conscience of Kazakhs, their genetic and language cultural roots. These funds were closed for readers' access, and became available only not long ago.

The Kazakhs who gave their name to the Republic belong to the Turkic languages family and have a rich ancient factology and spiritual culture. It suffices to say that Kazakh ancestors had their written tradition many centuries B.C., these conclusions were drawn on the basis of numerous archeological and historic materials found on the Republic's territory and beyond its borders. One of them was found in the 70-s when an Altai type mound was excavated not far from Alma-Ata, in the village of Issyk. It was the remnants of a young chief in military armours decorated with gold (more than 4000 units). In the Issyk mound there was also found a cup with an outside surface horisontal carvings. That carved inscripture consisted of 26 symbols resembling those of Orkhon-Enissey. The whole civilised world knows about the library of Otrar where the famous Al-Farabi lived. Every Kazakh family kept manuscripts, books. Meanwhile, according to the criteria of the ideologically biased sovietised historical science, 98% of Kazakhs were considered illiterate.

From the point of view of chauvinism and eurocentrism a different culture and education world was rejected.

Moreover, for a short period of time under the Soviet power written graphics of Kazakhs was changed three times: from Arabic to Latin, from Latin to Cyrillic. Thus, every new generation of Kazakhs was cut off from its powerful historical roots. A new generation could not read the spiritual heritage of the older generation, that remained a mystery for them. It was a purposeful policy of mankurtisation of the nation, it means that the nation was deprived of its historic memory. The idea of Kazakhs being an ignorant, savage nation was cultivated on a state official political level of ideology. The idea was also that all achievements reached by Kazakhs were thanks to the Soviet system and the Russian nation who were called no other that the great one. It is natural that such a policy was harmful for the spiritual, social development of the Russian nation as well. They also suffered a lot.

The totalitarian system is known to consider people as manipulation objects, simple means but not as subjects, therefore, any readers' needs were not taken into account while selecting books for libraries' funds, Kazakhs needs being also ignored. Moreover, the state denied national differences and ideologically brain-washed on a massive scale. Writers and researchers who were concerned with specific national perception of the world, with peculiar national outlook, values, attitudes were persecuted and accused of nationalism. Works by such persons were prohibited for having. Therefore, the National Library could not become a source of adequate enough information for readers. It functioned as an ideological institution of cultural education, bringing up readers in the spirit of official ideology.

Meanwhile, in civilized lawful states a library is an information centre, it reinforces the very foundation of the democratic society. On this respect it is, maybe, the only place which guarantees free access to information. Besides, being well equipped with modern high-technology devices, it gives readers the possibility to receive all necessary information published in the whole world. In this respect, the Republican National library should be included into an international widescale cooperation programme for libraries in the world in order to elaborate international standards of joint efforts for library information exchange, to develop the exchange of technologies and programmes concerning books' storage, world level training for librarians. In its turn, such an approach will increase the National library's responcibility towards its own people for being the traditional cultural memory keeper.

Under the barracks socialism which has an oversimplified nation concept and hence implies the state's real official policy, the most profound sources of nations' natural life were annihilated under the pretext of overcoming backwardness. The world outlook, attitude the manner of thinking and system of values formed on the basis of unique nomadic life, were denied. Adequately in accordance with the general ideology, social sciences were formed, including sociology which once was considered a bourgeous science and thus, prohibited. Later, when it was reanimated, the objective of serving the state was imposed on it. Therefore, naturally, sociology didnot develop in the direction of ethnosociology. Empirical measurements of ethnosociology mainly gathered quantitative data which were, in their essential contents, the barracks socialism's requirements. From this point of view, the traditional culture which included ethnopedagogics traditional medicine, life experience in severe natural climatic conditions, the traditional diet, folklore, crafts, arts and many other things created by the collective mind of thousands of generations, was left beyond the scope of the sociology of culture, Hereinto we also have to include specific world outlook, attitude, ethical values, ideals, communities' social structure patterns, communication between different nations, That is why, the objective analysis of social realities, cognition of in depth regularities of social processes with complete information of social subjects with their specific and diversified interests, outlooks, opinions, illusions and misleadings is possible only on the basis of developing qualitatively different, ideologically inbiaced empirical indicators.

Based on these presuppositions, we put forward a hypothesis that a human being, if totally deprived of his unique national environment, he has this need and satisfies it in different ways. Thus, we further presupposed that there exists specific national, ethnically selective reading of belle-lettre's text, of the genre. Besides reader's individual peculiarities connected with his originality, there are typical features which depend on his nationality. Moreover, these ethnical specifities were formed not only due to the fact that the majority of this nationality's representatives live within specific environment, for instance, Kazakhs live mainly in rural areas and are engaged in cattle-breeding, but also due to in-depth millenia old notions, values like tengirlanism of the Turcic nations. A person belonging to a traditional society defined himself among the like creatures with the help of formalised relations of blood kinship and ties. Abstract categories are much less important for this type of social consciousness. Concretness, iterativeness, validity - these qualities should be posessed by forces which bind the society together. Based on these conceptual presuppositions, we have developed questionnaries and conducted sociological surveys. Their results confirmed our presuppositions. We recognize that these are only initial attempts to penetrate into a reader's inner world. Theoretical and applied particularities are in store to be developed.

Sociological survey of Kazakh readers' opinion conducted by us in different areas and concerned with choosing the work of arts genre, showed some specific genres which were chosen by them, namely, historical novels, poetry, devoted to high citizen attitude, praising the grandeur of the national being the essential component of the general human culture. These readers' requirements reflected growing national self-recognition, search for the national historical roots after the Republic had got independence. Under previous total estrangement, conscious purposeful deprivation of man's national historical roots not only in production where everything is subjected to technology and machines, based on the inpersonified logics of "the international" but also in everyday life at home - a person's inner world turned out to be disintegrated, and we'll have to spend a lot of time and effort to restore this integrity.

Internationalisation of technology, production, housing interior decoration deprived the person of the right on the national choice and filled his spacial environment with the grey monotonous world of things. Similarly, architecture, housing planning, city planning was wholely subjected to a European's needs of the Soviet type, when people were chased into concrete many-storied small cell-like rooms. Under these conditions the collosal inner conflict of a nomadic person's spiritual world took place, especially when this person of nomadic culture came to the city from the rural area, village, aul, where national environment, habitat, had been preserved to some extent. A person looked for an outlet to form his unique essence, if not in social reality, then in the world of books, fantesy, fairy tales, myths, Readers' national needs' problems have not yet been properly sociologically researched.

Sociology, obeying the official ideological eurocentred rationalised guidelines, did not develop notions, categories, research tools for looking into the national, national empirical indicators, ethnic self-identification of a person.

Following from the hypothesis of existence of specific national needs of the readers, we selected three categories of expert readers: Kazakh graduates of Russian - language schools, Kazakh graduates of Kazakh-language schools and Russians. They all have higher and secondary special education, and are in the age of between 30 and 60. This choice is explained the fact that by this age of life readers have formed consious stable tastes and needs which can hardly be influenced by outer chancy ascendancies. The survey was conducted on the novel by a famous Kirghis writer Gzengis Aitmatov (''The Snowstorm Small Station''). The writer is neutral both for the Kazakh and Russian reader, the novel was published 10 years ago, that is why the reader expressed his thought over views which became part of his inner world.

The research yielded interesting results. Data analysis showed that readers divided into groups in dependence on where they spent their childhood and teenage period: in the city or in the country, in auls. Values were cearly divided according to that fact.

Another borderline was drawn between Kazaks and Russians, independently of the fact from what language school Kazakhs graduated.

For the Kazakh reader the main features of the novel's central character by the name of Edige were such values as ''devotion to the spirit of ancestors'', ''to the land of ancestors''. They also valued the character's sharply negative, though deeply philosophical attitude towards mankurts as of peculiar beings historically repeated in a certain benchmark period of peoples' life, who are characterised by historical and genetic memory loss. Thus, general human values, morale for the Kazakh readers have a specific particular form of showing, existing, functioning, and differs from the Russian readers' values by its specific peculiarities.

In this respect, total estrangement of Kazakhs from their historic life traditions, the language, culture brought to life, alongside with the mankurtism problem, that of spiritual mutants as well. Fed on ersatz-culture in its Russian imperial version (we distinguish it from the Russian national culture which alongside with the world, generally humanistic culture does not opress other national cultures) and despising the Kazakh traditional culture as backward, these mutants try to impose on the nation their own version on state development without national specific feature, ignoring the fact that national self-consciousness is growing rapidly. They do not take into account the concrete stage of the Kazakhs historical development and want to jump over the stage of national state development. They suggest to create a supernational, civil society where the main values will be those of an abstract free personality.

For the Russian reader the main features of the novel's central character were such values as meditation on the purport of life, honesty, sincerity. As we see, the Russian reader has key-notions and values of general humanitarian scope without showing these values through specific reflections on the national. We think that the main role here played the fact that Zhenghis Aitmatov's main character is a Kazakh by nationality, that is why for the Russian reader the character's specific national features do not come to the foreground, while the main things for him are the abovementioned general humanitarian values.

Therefore, this result also substantiates our hypothesis that the reader takes not only humanitarian abstract values from the book, but also specific forms of its existence and functioning which are needed for his inner spiritual world, connected by invisible threads with the millenia-old ancestral roots.

Our first experience of analysing ethno-social specific features of reading showed great problems in the process of establishing a person's spiritual world, the person being and unique creature. These problems were discovered by means of sociology. Further elaborations in this direction, as we believe, will improve our tools for analysis and give us interesting and objective information about the man from the planet Earth.

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division:

Section/RT: WOMEN'S INTEREST IN LIBRARIANSHIP

101-WIL-1-E

Joint Meeting with:

WORKSHOP THEME (IF APPLICABLE):

THE USA EXPERIENCE:
Views and Opinions of an Asian American Librarian

Suzine Har Nicolescu, Ph.D.

Session: Women's Interest in Librarianship
IFLA, New Delhi, India
September 1, 1992

For internal use only:

Meeting No: 92

SI: ~~yes~~/no

Estimated number of participants in the meeting:

© IFLA and the author(s)

THE USA EXPERIENCE:
Views and Opinions of an Asian American Librarian

Suzine Har Nicolescu, Ph.D.

Session: Women's Interest in Librarianship
IFLA, New Delhi, India
September 1, 1992

When I first came to the United States from Korea many years ago to continue my studies, a male student called out: "Hey you!". I never understood the meaning of it, nor thought anybody would call me with such words. So, I kept walking without paying much attention to him. One day, the same thing happened and I acted in the same way. Only this time, he decided to do something about my inattentive attitude. He ran in front of me, walking backward as I walked forward, and said that I was supposed to respond to his call. I simply told him that I did not know he was calling me because my name is not "Hey you!". This man was definitely disturbed with my attitude, so he called me a smart-alecky Asian girl who talks back to an American man. Continuing to walk, I made him clearly understand that I would not answer to any other terms except my own name, and that my name is "Suzine" or "Miss Har." He uttered something to the effect that I was a darn stubborn girl instead of being an obedient, smiling and a soft-looking Asian girl like many other Asian women he knew of.

Time has passed, and I have been living in America for the last 36 years. My nickname has changed several times, I have lived in several different places, and I have become older and more tactful, if not a little bit wiser. I have gone through many crises and joys, with many tears and laughs, and finally with a certain feeling of accomplishment. Today, my colleagues and students at the College call me "professor", my friends at social or political gatherings call me "Asian American", and strangers on the street still call me "little Chinese girl".

For these reasons, I am sure that many of you in the audience feel that I have to talk about myself as a member of a troubled, labeled, alienated minority of minorities in the United States. However, I am not going to spend much time emphasizing this aspect. Rather, I will be delighted to concentrate on my views and opinions drawn from my daily observations as a woman and as a professional librarian, because I sincerely believe that, after deducting and/or inducting all particulars towards a major trend, we basically have many similar problems. The issues, desires and aspirations we share transcend our differences of country, city, and/or professional affiliation.

So, let me start by mentioning a few subjects from my experience, so that all of us can understand them and come up with some type of general consensus. Furthermore, I hope that this consensus will bring about mutual understanding and initiate constructive action.

1) We all know that the upper echelons in American libraries are largely filled with males. But, if you look closely around these males, you will always find a host of women librarians, the so-called hidden heroines, who are working their butts off behind the scenes. Many of them are also known as loyal, imaginative, yet task-oriented managers.

2) Librarians tend to confine themselves only to the library world, probably for the reason that the information business is such a complex and diverse profession. Naturally, the whole world will look at librarians as inseparable from libraries and not think of them as flexible individuals who may perform and contribute equally well outside the library. How many times do you hear people say, "how will the library function without you?" We are so important to the library that our opportunities to move into other professions are virtually closed up or cut off. Of course, there are a few who have broken this barrier to national prominence: Mr. Warren Haas, who went from Library Director to President of the Council on Library Resources in Washington, D.C.; and recently, Mr. Major Owens, the Honorable Congressman from the New York District, who leaped and bounded to the political world from the position of librarian. As a matter of fact, it would not be an overstatement to say that the library world is more known and understood today among Washington politicians than ever before.

Librarians have been also ostracized from the active lobbying enterprise. Only recently, thanks to these able, farsighted librarians, several obvious endeavors involving legislators and politicians have become eminent, such as the White House Conference, and many similar executive/legislative activities on local, State, and Federal levels. A few weeks ago, I learned from a television news program, The Washington Week in Review, that Ms. Pat Schuman, our past ALA president, went around among Washington politicians promulgating the importance of the mission of library, and asking for their commitment to restore the image and life of American libraries as one of the most important investments for the education of our future generations. These politicians, in turn, shared her message by television with millions of viewers in and outside of America. In this respect, I cannot think of any better politician or ambassador for libraries than Ms. Schuman?

BEST COPY AVAILABLE

3) Yes, America is a free country where equality and fairness are part of the daily conversations. Yes, America is a democratic country where thousands of immigrants from all over the world come together to realize their dreams. Throughout its 205 years of history, remarkable things have happened: the desegregation of people of different colors is a major part of its history. Yet, today in America creeping and crawling inequalities as well as discriminations of color, race and sex continue to exist at every level. Conflicts between races are a daily occurrence and racial and sexual discrimination are everywhere, in the home, on the street and at the office. The beautiful expression "Affirmative Action" remains strong, but the true meaning of the words are being steadily eroded, thus causing a loss of credibility and vitality of this legislation. It is merely used to cover up silent discrimination with preoriented and predetermined schemes and plans. Women, particularly women of color, are subjected to these games. How many of you have applied for positions you are competent to perform, yet always receive a dear John letter even before enough time has passed for the serious evaluation of your credentials? How many times have you been selected to the final twos or threes for a position, but to be ultimately denied? Did anybody ever look into the true pictures of these so called organizations or institutions which claim that their business provides equal opportunities for equal positions? How many times did you finally realize that you are nothing but a scapegoat, cover-up, or simple victim for AFFIRMATIVE ACTION FOR EQUAL OPPORTUNITY.

Librarians remain the lowest-paid professionals. And, the compensation of women librarians remains lower than that of men with equal responsibility. Just look at the advertisements in the New York Times, The Chronicle of Higher Education, or in any library-related journals or magazines. The longer the list of requirements and qualifications, the smaller the salary. No wonder capable and aspiring young people go into fields other than Library Science. The percentage of increase in salaries for the last ten years has been just about minimal; you can still find many ads with salaries of less than $25-26,000 per annum.

As a matter of fact, we are so concerned about how to serve people well that we often neglect to sell ourselves. We are so inundated with immediate problems to be solved within that we often forget to build the external resources of recognition. For these reasons, we librarians are routinely ignored, neglected, or down right unnoticed in many respectable institutions or organizations. For example, I have attended numerous inaugural ceremonies for new libraries. There, state and local dignitaries, or illustrious personalities deliver greetings, remarks or speeches for the occasion. They speak eloquently and convincingly of the importance of the library, but fail to mention or recognize any librarians, from the director to the support staff, for their assiduous and dedicated contributions throughout the period of planning and construction of the new facility.

Similarly, the librarians are barely visible in the media world. If you watch or listen to the television or radio for a half an hour, you will hear newsmen, anchormen, hosts and speakers talk about the extensive inquiries and research they have done for their final statement. In a fraction of a second they usually tell the audience to visit nearby libraries to find more books for further inquiries. Why not invite some librarians, along with other experts, to appear on screen to give such information in person, since they are the ones who conducted or assisted in the research for the newsmen in the first place?

Librarians are at the crossroads of many changes in the contemporary world: internally, there are increased numbers of library users with less money for materials; there is a need for emphasized diversity and pluralism in collection development; there are increased worldwide demographic movements which demand global information networking; there is a need for imposed international standardization of organizing and coding of library materials; externally, there is widespread illiteracy, environmental crises, social malaise, political unrest and human suffering. Indeed, as never before, we librarians have to face, think, and address these crucial issues and problems, often at a snap of the fingers.

We librarians should not pretend that we know everything about technology, because we do not. But we can be knowledgeable about what is happening in the technological enterprise and be skillful in manipulating devices and data to serve our patrons as best we can. Otherwise, we may very well lose our grip on the leadership role in this everexpanding world of information. At the same time, a librarian should not merely be a good technician or technocrat, but rather one who transmits and transfers knowledge to patrons with genuine concern and stays with them until they are completely satisfied. In this sense, a librarian should act with intelligence and moral conviction. Somewhere I heard that librarians are knowledge missionaries, comparable to religious missionaries.

What, then, are the characteristics of the modern librarian which fit such an image?

1) A modern librarian should be both specialist and generalist at the same time. S/he should possess well-rounded knowledge and information in all disciplines existing in this world, without losing specificity, such as being a detailed and precise practitioner who organizes and codifies the most complex library materials.

2) A modern librarian should possess an irresistible and exciting personality: nippy, witty, jiffy, yet marvelously humorous. She should be generous and benevolent, patient and tolerant, tactful, yet resourceful.

3) A modern librarian should be imaginative and creative in her artistic endeavors and have a keen business acumen to attract people and funds to support the library.

4) A modern librarian should be a sensitive and a sensible person who identifies herself confidently with the highest ranking scholars and compassionately with the youngest people. Such a missionary-minded librarian, in my opinion, is bound to reach out to the unreachable, to convince the unconvinced, and to educate the uneducated.

With such a frame of mind, then, what can we as women contribute to the elevation of womanhood in the world?

1) We must improve individually in every aspect to become a flexible, independent and perhaps most important, a motivated person within a framework of individual self-realization.

2) We must combine our own conviction and worldly vision to create the foundation upon which we can be productive in our own environment; and, then, contribute, as small as it may be, to the betterment of the profession in the library world.

3) We must discover, promote and develop the ideals, skills and cooperation in pursuing common goals. We understand the unchangeable differences among our cultures. We also understand that the many similar ideals and traits that we share can be built into substantial and lasting relationships.

I firmly believe that the culture of our own ethnic group is always the best for us. No other culture is more important or valuable than our own. I also believe that culture is a living organism which defines the past, reforms the present and looks into the future. It grows, retreats and challenges time and space. It possesses uniqueness in relationship to other cultures, yet can be engaged in a dialogue with them to create something entirely new, without losing its own originality. Often, we look at others with envy and desire while forgetting the wonderful and beautiful things we have in our own backyards, or in our own hearts. Many people in the world envy the United States as the richest and strongest and most free country. Yes, we Americans have many things to show and teach other countries, yet there are many things we have still to learn and be taught by other countries.

When everything is said and done, I want you to know that I am proud of being an American librarian. I am not an economist, nor am I a politician. But, from a librarian's point of view, I say with confidence that the United States of America remains the strongest nation in the world. Despite its severe economic erosion, it still spends much more money on library services than any other country. America views the library, along with schools and hospitals, as a part of the heart of each community. From the largest library to the smallest bookmobile, American libraries are reaching out far and wide to thousands of new immigrants from every corner of the world. America believes in the value of libraries, and libraries believe that America will support them in pursuing their mission: to be a guardian of the free flow of information, and a leader for equal access of information needs to the rest of the world.

In order to assume such monumental tasks, we, the librarians of the world, should unite in pursuing these common goals. As well, we, the women of the world, should together strive not only to survive, but, even more important, to achieve excellence in our profession. Only in this way, will we, the women of the world, attain a place where we are given every opportunity, not just equal opportunity.

Thank you.

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: E EDUCATION AND RESEARCH

Section/RT: RESEARCH IN READING

Joint Meeting with:

WORKSHOP THEME (IF APPLICABLE):

116-READ-4-E

THE IMPLICATIONS FOR LIBRARIES
OF
RESEARCH ON THE READING OF CHILDREN

Marilyn L. Miller
Professor & Chair
Department of Library and Information Studies
University of North Carolina Greensboro
President of the American Library Association

For internal use only:

Meeting No: 86

SI: yes/[✓ no]

Estimated number of participants in the meeting:

Marilyn L. Miller
Professor & Chair
Department of Library and Information Studies
University of North Carolina Greensboro
President of the American Library Association

THE IMPLICATIONS FOR LIBRARIES OF RESEARCH ON THE READING OF CHILDREN

A few years ago, newspapers reported studies that revealed that the United States had 23 million residents who were functionally illiterate. This meant that 23 million people in our country could not read a newspaper, could not fill out an application for a job, probably could not balance a check book, and could not generally read for pleasure. This finding was a great shock to many in a democratic society that depends on a literate citizenry to understand issues and to vote responsibly. At the same time these harsh figures were being headlined in the newspapers, we were becoming aware of the great changes being brought about in the workplace because of technology. These changes were further complicating life for workers who could not read, and they were creating problems for people who read but who did not read well. We also began talking then about the fact that "information" and "access to information" would be the key factors to success in the future of individuals, business, education, and global competition. The term literacy took on new meanings. All of a sudden we were talking about computer literacy, math literacy, information literacy, and every other kind of literacy imaginable. It quickly became obvious that the literate person of the 21st century would have to be able to read on many levels and would have to be able to "read" a variety of communication media in addition to words on fax messages and computer screens as well as letters, books, magazines and journals, and instructional manuals.

I might note that during this time, we were also introduced to a new concept: that of aliteracy. Dr. Daniel Boorstein, Librarian Emeritus of the Library of Congress coined this term in describing those who know how to read but who choose not to read. The result of all of this is that in the last ten years a great deal of attention has been focused on reading. How children and adults learn to read and why they read or don't read has assumed great importance in the nation's continuing dialogue about the social, economic, and educational health of the nation and its residents.

In this brief paper, I will do three things. First, I will provide a summary overview of what we know about the formal teaching of reading to the young, especially as it relates to the role of the library in the social environment of the child. Second, I will describe a few major recent studies about reading and young people. This discussion will also provide information about the kinds of groups and organizations doing research in my country on reading. I will conclude by discussing implications of this research for libraries and librarians concerned with developing nations of readers.

SUMMARY OF RESEARCH ON THE TEACHING OF READING

Since the beginning of the twentieth century, a great deal of attention has been paid in the United States to the teaching of reading and the conditions and status of reading. Literally thousands of formal and informal research studies have been conducted on how to teach reading. This research has been conducted by college professors, teachers of reading, organizations dedicated to child welfare, and would-be experts and critics of the educational system. In addition, thousands more studies, formal and informal, have described the status of reading from the identification of favorite books of children to the identification of reading patterns and habits of every socio-economic and grade level of youth. Added to all of these studies are the policy statements commissioned by federal, state, and local governments and special studies supported by learned societies, philanthropic organizations, and special interest groups.

Formal research on the subject of reading in the United States can be grouped into three broad areas of inquiry. These areas are discribed in the 1985 Becoming a Nation of Readers: Report of the Commission on Reading.[1] One research area addresses reading as an integration of numerous learned processes. Studies of human cognition in the psychology of language, linguistics, child development, and behavioral science provide insights into this area of reading. Particularly relevant to librarians are the findings in the latest studies that extend early research on reading and on child development. Research assures us that children bring more prior knowledge and complex mental processes to reading than was thought earlier. The concentration on preschool programming and enrichment, coupled with assistance to parents and caregivers by libraries, seem to be both humanly and professionally responsible if one is concerned about developing lifelong readers.

Environmental influences on reading are important and a specific body of research has developed and subsequently has described the impact of various settings on reading experiences. Of interest to librarians looking at research in this area is the knowledge that this research describes reading, comprehending, and thinking with language and the printed word as cultural phenomena. Thus, this research describes the extent to which the development of children's reading, comprehending, and thinking are affected by home and family circumstances, the encouragement of basic habits and attitudes in kindergarten and the early grades, and opportunities and social support for the development of effective skills and strategies in later life.

Into the third area we group the many studies that have been devoted to the investigation of classroom practices, especially those stemming from studies of teaching and of test use. These studies are most helpful when interpreted in the light of the efforts to understand the reading process and to explicate factors that shape children's experience with written language.

Research that describes factors that shape experiences with language are of particular interest to us, especially those that address the structure of stories that give rise to comprehension and the art and elegance of children's literature. The comprehensive body of formal research has allowed scholars in the field of reading to synthesize a diverse, rich body of scientific information into a systematic description of beginning reading and the comprehension of language.

The research into the adolescent's use of reading as a tool for education, recreation, and intellectual stimulation has followed similar patterns. In addition, a great number of studies have been done that deal with gender, social, and age level differences in reading preferences, motivational factors, and the influence of reading on the socialization of young people.

CURRENT READING STUDIES

At regular intervals our federal Department of Education conducts the National Assessment of Educational Progress. In 1986 students in grades three, seven, and 11 were surveyed. These students would be aged eight, 12, and 16. In 1988 and again in 1990, students in grades four, eight, and 12. These students would be aged nine, 13, and 17, and grade 12 is the final grade in secondary school. I will share a few of the findings that seem to have implications for us as librarians.

In the National Assessments, students reported that they do little reading in school for homework. Furthermore they indicate that their interest in books decreases as they advance through the grades. This is borne out in the reports of actual use by these students. According to respondents two-thirds of fourth graders use the library at least weekly, but only 24 percent of the eighth graders and 12 percent of 12th graders use the library. That use actually translates into a monthly basis for 8th graders while most 12th graders report only yearly use of the library.

Better readers enroll in academically-oriented programs and advanced courses, spend regular amounts of time on homework, and have home support for reading. Indeed, students who have more access to books, report more reading materials in the home, live with adults who read frequently, and report reading for fun in their spare time have higher average achievement in school.

On the other hand, this study relates excessive television viewing and failure to read independently to lower academic achievement.[2]

A unique study appeared in 1991. It has been described as the first ever of its kind, and it presents some interesting comparisons. It was conducted to examine, in detail, children's opinions about reading instead of simply identifying what kids are reading. The study was sponsored by the California Raisin Advisory Board of the State of California for the American Library Association.[3] I should tell you that the California

Raisins is a very popular group of animated characters with stick arms and legs and heads and torsos made of raisins. They appear in commercials on television, and they are very contemporary in their sunglasses or "shades", clothing, movement in their oversized shoes, and they use very contemporary dialogue. Although they advertise California raisins on television, they do appear live at conferences and all types of special events to promote the Calfiornia Raisin Reading Program: Books, Check-em Out. The California Raisins are fun, and they are very popular with both children and adults.

The California Raisin study surveyed 500 children in 10 metropolitan cities across the country. The surveyors went to shopping malls to find children to interview. They established quotas by gender and age levels and intercepted samples of children at each age between six and ten at each mall and talked with each face to face about their attitudes toward reading.

When children were asked to name the "fun things" they like to do "the most", they ranked reading books or magazines among the top five activities. The transparency shows the five activities named with the greatest frequency by All children.

However, this study supports the one reported above. Although an overwhelming 93 percent said they "really" or "sort of" like to read, the percentage of those most enthusiastic about reading declines as the children grow older. In this study, only 7.2. percent of the children said they did not like to read at all. In that 7.2 percent some commented that they did not like to read because no other member of their family liked to read.

Children have some interesting perceptions about their peers who read. Fifty percent believe children who like to read a lot "are smarter than most children," do well in school, are interesting people. They rejected the idea of the active reader as a "nerd" or "geek." (Nerd and geek are current derisive slang terms among children to describe those who are less socially acceptable.) Children also reject the idea that reading skills, either good or bad, are a factor in a child's popularity or ability to make friends. However, an overwhelming 97 percent of the children recognize that a person who does not read well can't get as good a job as someone who does read well.

Continuing with their beliefs about the future, 93 percent of the children surveyed believe they will go to college. However, when crossed with data regarding whether children do or don't like reading, it became clear that children who did not enjoy reading had already determined that they would not be going to college in far greater numbers than did those who enjoyed reading.

This study also shows a strong correlation between the influence of parents and the likelihood that their offspring will enjoy reading if parents enjoy and encourage reading. Children do acknowledge the importance of family in shaping self-image and determining future success.

Of particular interest to us is finding out where children get their reading materials. Ninety-five percent said their reading books come from home. This is followed by books their parents buy in stores (84 percent) and books from school libraries (83 percent). Slightly over half (58 percent) of all the children surveyed said they enjoy going to the library.

In summary then, children start out in life enjoying books. Children as young as six years old recognize how important reading is to their success in life and even think they know whether they are college-bound. Family support is important for the continued development of interest in reading. However, in spite of supportive early starts, interest in reading does wane as children grow up.

Many of our states have non-profit institutes and organizations that carry out studies of local educational issues. One such state is Indiana, a midwestern state, mostly known for beautiful farm country and the sport of basketball. Indiana actually has 18 of America's 20 largest high school gymnasiums and eight of the nine largest high school gymnasiums in the entire world. That is because the state has made basketball the focus of special attention in both lower schools and at the universities. Because of concern about the perception that there were a large numbers of poor readers in the state, the Indiana Youth Institute, a tax-exempt non-profit organization, carried out a 1992 study of reading in Indiana middle, junior, and senior high schools.[4]

What the Institute found is important to our consideration here today. First of all, the Institute's study found that accessibility to current and appropriate books is vital to increasing Indiana's middle, junior, and senior high school students' reading proficiency and voluntary reading. In our schools middle schools are emerging as part of a new configuration of attendance centers which provide educational programs for students in grades five through eight. The junior high is the traditional configuration for students in grades seven through nine.

The researchers found too that Indiana's reading teachers need opportunities to learn more about teaching reading, and, more important to us, motivating children to read. They report that in 95% of the schools with media specialists, much of the specialists' time is spent on other than library-related duties such as managing study halls and teaching regularly assigned classes. Thus teachers do not have access to specialized personnel who can help them encourage students' reading, cooperate with public libraries, and other potentially helpful organizations.

The researchers continued by noting that schools should establish cooperative programming with public libraries. Public libraries are a logical, available source of reading materials. However, the researchers note, little programming of this sort occurs now. And last, they note that

> adults within schools, homes, and communities should serve as role models and provide guidance to ensure that reading becomes a priority in the lives of Indiana's middle, junior, and senior high school students. Most of the schools provide neither programs that encourage teachers to share and discuss books nor programs that

> allow them to stress the value of reading books. Similarly, few schools help parents encourage their children to read, despite the existence of several national models that encourage parental involvement. Many youth serving agencies already provide programs to help encourage youths to read, and they would do much more if schools worked cooperatively with them.

An interesting survey was released in 1991 for the Center for the Book, a special program in the Library of Congress, and the Book of the Month Club.[5] The BOM Club is the oldest commercial book club for adults in the country. The purpose of the project was to learn more about the development of lifetime reading habits, including the socialization of readers in childhood, changes in reading habits during the lifespan, and the influence of childhood circumstances on subsequent reading habits. Data was acquired through a mail survey disseminated by the Book of the Month Club to a representative sample of 5,000 Club subscribers.

Three of the conclusions of this study are of particular interest to us. The study concluded:

- Children need to be encouraged to spend significant amounts of time reading for pleasure. Children who love reading become adults who love reading. Children who read extensively become lifetime readers.
- Children will be helped in developing the reading "habit" if they see adult role models incorporating reading into their own lives. Consequently, programs that encourage parental reading will also benefit children. Parents need to learn that they will send a relatively powerful message to their children about the

BEST COPY AVAILABLE

value and importance of reading if they themselves spend leisure time on this activity.

- If children are to become lifetime readers they must have books available to them in the home and have someone read to them.

IMPLICATIONS FOR LIBRARIANS

The findings of these studies reinforce what we have been discovering for the past fifty years: the importance of the adult role model, especially the family, the importance of easy access to books in the home, school, and public library; the importance of the role of the school in encouraging reading for leisure as well as for instructional purposes; and the importance of the growing competition of television for the time available for reading. We have also known for many years that there are gender differences in reading patterns, attitudes towards reading, and successful motivational approaches. Furthermore, we have known for a long time that the number of hours children have for reading lessens as they grow older and gain more access to other kinds of activities and are more free to make choices of things to do. We also know that many of those children who read less as they move through adolescence will return to reading when they are adults.

These studies reaffirm our role as librarians in making books accessible and in championing the role of lesiure reading in the learning of readers as well as in the recreation of readers. They reaffirm the importance of bringing books and children together at a very young age in order to develop responsible, educated adults.The studies reinforce the need for specialized service to children and their parents in public libraries, as well as in the schools by library media specialists to work with teachers and students.

It follows then, that specialized educational preparation is needed for librarians who work with the young. And last, but not least, the studies make it clear that we need to interpret the idea of access very broadly. If we are going to affect the reading of youth, we can not just select appropriate books, put them on the shelves, check them out, and put them back on the shelves. We need to define access much more broadly and aggressively. We need to define access also in terms of making the library physically attractive to the young. We need to develop programs that will help parents and teachers become more proficient in selecting good books and using them effectively with their children and their students. We must continue to provide programs that will lead children to read widely, purposefully, and for delight and pleasure as well as for instruction.

I believe also that current research indicates that schools and public libraries should work more carefully to coordinate their efforts and to publicize their efforts. I believe librarians must be more effective in speaking to the publics that support libraries about the value we add as librarians to schooling, to lifelong learning, and thus to the development of the individual.

Except for mentioning television, I have avoided talking about other media of communication. I have also avoided talking about the implications of the great and growing interest with computers. It is obvious that the replacement for reading in the lives of children is partially with other media. I do believe we must be forthright and honest in dealing with all media and assist our users of all ages to deal with the explosion of information and the explosion of information formats. Reading, in this generation, and for several generations to come, will be the basis of access to the great ideas and events of history for those who wish to learn, who want to repackage or reformat information, or to interpret and reinterpret the record of human thought and behavior in still more formats. When children read, they meet history, they confront contemporary life, and they garner ideas to help them chart their future. When we work with children we are committed to reading for these reasons, but we are also committed to making all forms of information accessible to our children. Helping guarantee a viable future for our children helps guarantee that our professional lives have been worthwhile.

---

1. Richard C. Anderson et al, Becoming a Nation of Readers: The Report of the Commission on Reading (Washington: The National Institute of Education, U.S. Department of Education, 1984).

2. Mary A. Foertsch, Reading In and Out of School: Factors Influencing the Literacy Achievement of American Students in Grades 4, 8, and 12, in 1988 and 1990 (Washington: U.S. Department of Education, Office of Educational Research and Improvement, May 1992).

3. "Books! Check 'Em Out," from news release dated Sept. 27, 1989. Copy available from Ketchum Public Relations, 55 Union Street, San Francisco, CA 94111. The title of the study is "Views of Children Toward Reading," conducted by Ketchum Public Relations.

4. Jack W. Humphrey, "A Study of Reading in Indiana Middle, Junior, and Senior High Schools." Indiana Youth Institute Occasional Paper No. 4 (Indianapolis: Indiana Youth Institute, March 1992) Typescript.

5. "Survey of Lifetime Readers: Prepared for the Library of Congress, Center for the Book and Book of the Month Club," (Mansfield Center, CT: Information Analysis Systems Corp., 1991).

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: EDUCATION AND RESEARCH

Section/RT: WG IN WOMEN'S INTEREST

Joint Meeting with:

123-WIL-2-

WORKSHOP THEME (IF APPLICABLE):

WOMEN'S STATUS IN LIBRARIANSHIP, The UK experience

Sandra Parker. Department of Information and Library Management
University of Northumbria.

For internal use only:

Meeting No: 92

SI: ~~yes~~/[✓ no]

Estimated number of participants
in the meeting:

IFLA - New Delhi 1992

WOMEN'S STATUS IN LIBRARIANSHIP, The UK experience

Sandra Parker. Department of Information and Library Management
University of Northumbria.

1. **"I thought I was being taught the truth and I was being fed political propaganda - womenless history!"**
2. **"Gone were the days when women would believe that they were starting from nothing, that they were the first generation to see the possibility and the challenge of playing a part in the shaping of society."**
3. **"Women have no history, history is the history of the male line."**

(A prize will be given to anyone in the audience who can provide an author and a date to within a decade of the above quotations.)

Librarianship has been the history of the male line in the UK. It has been obvious ever since 1891 when women were first employed in libraries in the UK as library assistants in Manchester Public Libraries, that there was and is a problem with their status.

Sheila Ritchie in her excellent article in the *Assistant Librarian* 1979 told us that there was a 2000:1 chance of a woman becoming a Chief Librarian (1). Work by Pat Lazell Ward, Gill Burrington and many others confirmed to us that there were huge inequalities in the numbers of women in the UK achieving senior management posts in libraries in comparison with men

It was also obvious by looking at The Library Association Council that there was little opportunity for women to advance in their professional association. The perception of the ordinary member was that the Council was all-male, middle-class and able-bodied, and its members were at senior management level in the libraries in which they worked. There have still only been 2 women Presidents of the Association since it was founded in 1877!

...2

By 1986 pressure was building in the Library Association for the problem of the status of women to be addressed. The inappropriately named 'Manpower' Committee of the Council looked at the subject and established a panel of members to investigate ways in which the Association could respond. This was initially chaired by Tom Featherstone, who was to become President in 1991. I became Chair in 1987 and the panel became a standing sub-committee of the re-named 'Employment' Committee of the Council

By July 1987 the Panel had proposed and Council had accepted an Equal Opportunities Policy Statement (see Appendix A). This was a major step forward and has informed all of the work of the Association since then.

++

EQUAL OPPORTUNITIES SUB-COMMITTEE

One of the first and most conspicuous tasks of the Sub-committee was to monitor the membership and acquire real information to substitute for conjecture. This was done by including an '*Equal Opportunities Monitoring Document*' with the Membership renewal notices of 1987 (see Appendix B). Very few members - approximately 3% - refused to complete the form. The resulting statistics concerning the salaries of women (see Appendix C) were as remarkable as we had assumed that they would be:

Membership	Male 27%	Female 73%
Earning over £20,000	Male 82%	Female 18%
Earning £6-8,000	Male 21%	Female 79%

Also important in the survey was the data presented under 'Employment Sectors by Gender' (see Appendix D). There were proportionately more women than men working in schools, medicine and miscellaneous areas and who were unwaged. This suggests that women are still working in the low status fields of health and schools or are taking career breaks to look after families.

Having acquired this information we were initially gratified that our expectations had been confirmed and that we had a genuine case to fight for equality. We were then concerned to find ways in which we could attempt to DO something about the problem. The members of the sub-committee started work on a series of guidance notes to be distributed to inform members.

.....3

BEST COPY AVAILABLE

Papers on '*Job Sharing*', '*Language and Equal Opportunities*' and other issues of concern were produced and collected into an *Equal Opportunities Information Pack* (see Appendix E) which was launched at The House of Commons in July 1989. This is currently being up-dated and re-designed and will be re-launched at the Annual General Meeting and Members Day in October this year.

All of the members of the sub-committee are very active. They all publish regularly, speak to groups whenever asked and contribute even when not asked, as much of the work is in changing attitudes - which is difficult - and in raising awareness - which depends on continuous communication. No money was provided by the Council of the Association to support the work. The member of staff responsible in the Secretariat was Audrey Marshall and is now Veronica Fraser. Both women have a commitment to the work and have managed to service the sub-committee, to stimulate activity and to play an enormously important role in producing documents - though not given extra time, or paid for their increased activity.

The Employment Committee put in a bid for paid Equal Opportunities work to be done in 1991. Not a full time post as we were aware of the financial constraints of the Association, but only for £8,000 for one year. This was initially turned down by the Executive committee (grey men in grey suits) but The Council of the Association over-turned their decision. This money was used to fund a research project surveying the students of Librarianship in Departments of Librarianship in the UK. The resulting information was then compared with the results of the initial 1988 survey of members which had been up-dated in 1991, and enabled the researchers from the Centre for Information Research, School of Information Studies, University of Central England in Birmingham, to make comparisons and to look for trends.

The results provide some welcome reading when looking at the differences in salaries earned by men and women.

"The overall proportion earning in excess of £20,000 had risen four fold but the rise for men and for women was strikingly different with 2.7 times as many men and 9 times as many women in this band in 1991."

The document goes on to state that although there were still proportionately very few women in the top salary bands compared with men, 2.2 times as many women and only 1.1 as many men were earning over £25,000 compared to the proportions earning over £20,000 in 1988.

"It does appear then that women are gaining more senior management posts then in previous years, but there is still a long way to go before there is any parity."

"It is encouraging to note that the proportion of women earning middle management salaries (12,000 to 20,000 in 1988 and 15,000 to 20,000 in 1991) had also risen at a higher rate than for men. In 1991 the proportion of women in this bracket had risen 2.8 times as compared with 1.6 times for men." (2)

CONTINUING EDUCATION

Another part of the Association's work which has enormous importance for Equal Opportunities is that of the Continuing Education Department. Women need training if they are to be qualified to move to into senior management posts. Margaret Redfern, the Assistant Director (Continuing Education) has long had an interest in and a commitment to equal opportunities. Each event that is organised by the Department is introduced by the statement that it is organised within the Equal Opportunities Policy of the Association and that those attending should be sensitive to the use of ageist, sexist and racist language throughout the day. This has proved to be a very useful device in raising awareness, and enabling some issues to be confronted.

The Department organised the first ever women only event for The Library Association in April this year. 'SMASH AND GRAB... breaking through the glass ceiling' was an enormously successful day with 70 women meeting to discuss issues in workshops and to hear Valerie Hammond of the Ashbridge Management Centre, give an inspirational keynote speech. There was tremendous energy and optimism. Valerie Hammond said that she preferred the symbolism of women frozen in ice to that of breaking through the glass ceiling, as the energy that we were generating would melt the ice and we would float to the top, where breaking the glass ceiling implied violent action which was inappropriate to current management styles.

The Department has also organised three days of events 'Springboard 1, 2 & 3' which are training events for women to develop their skills and to improve their self confidence to enable them to increase their status in the profession.

......5

THE COUNCIL OF THE LIBRARY ASSOCIATION

The membership of The Library Association Council has been altered during the course of this year. The proportion of women elected to the Council has been increasing steadily during the recent years and there are now 31 women and 44 men. In January two of the Chairs of the six Standing Committees who were elected were women and I was elected to be Chair of Council. This means that there are now 3 women on the Executive Committee and 5 men. As yet we are inexperienced but I am sure that we have made an impact.

THE FUTURE

Does it matter that our status is apparently so low? Unfortunately all of the professions which have a predominance of women workers have low status, e.g. Nursing and Teaching. But the end result is that the whole profession has become low paid and thus the men suffer too. Society is then deprived of bright high flying young people who are discouraged from entering librarianship because of the image and salary levels. It is in all of our interests to look carefully at the problem and then to look for ways to redress the situation.

In country where there are only 10 women consultant surgeons out of 1200 and 4 female High Court Judges out of 111, 24 Chief Public Librarians out of 135 might seem to be quite good. However, when the percentage of women in the profession is taken into account this statistic is appalling and it is obvious how far we have to go.

As Liz Chapman , Librarian of The Institute of Economics and Statistics, University of Oxford (to whom thanks for the above statistics) said in a recent paper to the Northern Group of the UC&R Group of the Library Association, women comprise the majority of qualified librarians and the overwhelming majority of library workers and that it nothing short of a scandal that so few of the top posts are held by women. The perhaps higher status 'Information Professionals' of the Institute of Information Scientists fare no better. '**In 1986 the median total pay for women members of the IIS was £11,550: for men, the figure was £14,000. Women earned 82.5% of the equivalent male wage. By 1992, these figures had increased to £18,500 for women and £23,100 for men,... only 80.1% of the equivalent male wage**' (3). Thus women information workers are declining in status and salary.

....6

The Equal Opportunities Sub-committee of the Library Association, which is now chaired by Gill Burrington, (well known for her book *Equal opportunities in Librarianship* (4)) is continuing to work on a variety of fronts. A major research project has been proposed to examine more closely possible ways in which the status of women might be improved. Sheila Ritchie said in her research (funded by the British Library Research and development Department (5)) that the history is in a sense immaterial. We have to start from here and now. If the £50,000 for the research could be found, then ways forward could be identified. In the current financial climate this seems unlikely, so we must build on what we have. We cannot afford always to think that we are the 'first generation' as in quotation No. 2 above. We must bring about a world in which future generations of women librarians know and benefit from the work that we have done namely:

- increased the awareness of our status
- become more aware of our own abilities
- arranged and taken advantage of training opportunities
- increased our ability to network within the profession
- given support to and gained support from other women
- gained in strength and confidence
- increased our influence
- and our political awareness

References:

1. Ritchie, S *2000 to 1: a sex oddity*. Assistant Librarian, Vol 72 No 3 March 1979

2. Nankivell, C *Equal Opportunities in the Library Profession.* Final Report, March 1992. LA. 1992

3. Lelliott, V *Survey of salaries and benefits paid to members.* IIS. 1992

4. Burrington, G *Equal Opportunities in Librarianship.* LA. 1987.

5. Ritchie, S *Women in Libraries: status and orientation to work.* Library Management. Vol 5. No 4.

BEST COPY AVAILABLE

APPENDIX A

APPENDIX A

EQUAL OPPORTUNITIES

EQUAL OPPORTUNITIES

The Library Association recognises that in our society groups and individuals have been and continue to be discriminated against on the grounds of race, colour, creed, ethnic or national origin, disabilities, age, sex, sexual orientation and marital status.

The Library Association further recognises that this discrimination takes many forms and includes both direct discrimination and that caused by attitudes, practices and structures which have discriminatory effects.

The Library Association states its commitment to combat discrimination in its various forms and to actively promote equality of opportunity within the library and information community as a whole and within the various parts of the Library Association itself. The Association will promote these aims and objectives by publicising its initiatives, stimulating debate and acting as a pressure group for change.

Further policy statements will appear and individual strategies will be devised to combat the various and particular forms of discrimination and to promote equality of opportunities.

The Library Association recognises and accepts the commitment which the policy demands and will take all necessary action to ensure its full implementation and continuing development.

Adopted by Council 15 July 1987

c The Library Association 1992

This document may be copied in whole or part without prior permission being sought from the copyright owner provided due acknowledgement is given.

BEST COPY AVAILABLE

7 Ridgmount Street London WC1E 7AE Telephone: 071 636 7543
Facsimile 071 436 7218 LA net 79 LLA2000 Telex 9312134504 LAG

Equal Opportunities

The Library Association has an Equal Opportunities Policy the text of which is printed below.
In order to monitor the situation within the membership for comparison with future years a profile of the membership is needed. This can only be supplied by members themselves. You are therefore requested to provide the following information.
This information will be strictly confidential and will only be used to compile aggregate statistics; information on individuals will not be revealed under any circumstances.
To enable the Association to implement its Equal Opportunities Policy your cooperation would be greatly appreciated.
If you would like more information about the Equal Opportunities Policy please contact David Ruse at the Library Association.
Please tick the appropriate boxes.

1. I am female ☐ **male** ☐

2. I would describe my ethnic origin as:

African origin	☐	Asian origin	☐	Oriental origin	☐
Afro-caribbean origin	☐	European origin (including UK)	☐	Other (please specify below)	☐

....

3. I consider myself disabled YES ☐ NO ☐

4. I am registered disabled YES ☐ NO ☐

Thank you for your cooperation which will help the Association to promote equality of opportunity within the library and information community.

BEST COPY AVAILABLE

Gender_by_salary

	1988						1991					
Salary band	Male	%	Female	%	Total	%	Male	%	Female	%	Total	%
Over 20,001	394	82	86	18	480	2	1010	60	695	40	1705	8
15,001-20,000	758	58	547	42	1305	6	1233	38	2008	62	3241	15.6
12,001-15,000	1049	44	1317	56	2366	11	1026	28	2657	72	3683	17.8
10,001-15,000	1000	32	2088	68	3088	15	617	22	2178	78	2795	13.5
8,001-10,000	883	23	2962	77	3845	18	287	19	1236	81	1523	7.4
6,001-8,000	468	21	1787	79	2255	11	69	7.4	865	92.6	934	4.5
Under 6,000	152	7	2044	93	2196	10	117	6.2	1776	93.8	1893	9.1
Unwaged	869	16	4565	84	5434	26	218	9.2	2162	90.8	2380	11.5

APPENDIX C

GENDER BY EMPLOYMENT SECTOR

EMPLOYMENT SECTOR	MALE		FEMALE		TOTAL	
	NUMBER	%	NUMBER	%	NUMBER	%
PUBLIC	2328	35%	4302	65%	6630	32%
NATIONAL	177	42%	249	58%	426	2%
GOVERNMENT DEPTS	154	33%	313	67%	467	2%
PUBLIC AUTHORITIES	96	22%	349	78%	445	2%
UNIVERSITIES	419	38%	671	62%	1090	5%
COLLEGES OF EDUCATION	73	29%	182	71%	255	1%
POLYTECHNICS	214	36%	377	64%	591	3%
COLLEGES OF FE	305	28%	773	72%	1078	5%
SCHOOLS	75	10%	676	90%	751	4%
INDUSTRY & COMMERCE	206	24%	649	76%	855	4%
PROFESSIONAL & LEARNED BODIES	89	30%	203	70%	292	1%
MEDICAL	50	22%	182	78%	232	1%
HOSPITALS	23	13%	151	87%	174	1%
LIBRARY SCHOOL STAFF	95	78%	27	22%	122	1%
STUDENTS	405	24%	1261	76%	1666	8%
UNEMPLOYED	162	100%	0	0	162	1%
WOMEN UNEMPLOYED	0	-	2269	100%	2269	11%
RETIRED	149	36%	266	64%	415	2%
WORK NOT IN LIBRARIES OR NOT KNOWN	518	18%	2415	72%	2933	14%
OVERSEAS	35	30%	81	70%	116	1%
TOTAL	5573	27%	15396	73%	20969	100%

·488

BEST COPY AVAILABLE

APPENDIX E

LA PUBLICATIONS ON EQUAL OPPORTUNITIES

Policy Statement:

Equal Opportunities 1987.

Guidance Notes:

AIDS and employment in libraries 1991
Elections and equal opportunities 1989
The employment of people with disabilities 1990
Language and equal opportunities 1989
Older people and equal opportunities 1989
Organising creche facilities for courses, conferences and meetings 1989
Organising meetings and courses 1989
Public library services for Britain's multi-cultural society 1991
The recruitment and training of library and information staff from cultural minorities 1991
Recruitment and equal opportunities 1989
Religion and employment issues - revised 1991
Sexual harassment at work 1991

Publications:

Can everybody reach you? 1991
Job sharing 1989

Further copies of these and other publications on equal opportunities may be obtained from:

EQUAL OPPORTUNITIES LEAFLETS
Professional Practice Division (Employment & Resources)
The Library Association
7 Ridgmount Street
London WC1E 7AE

Tel: 071 636 7543
LA-net: 79:LLA2000
Telex: 9312134504(LA G)
Fax: 071 436 7218

c The Library Association 1992

This document may be copied in whole or part without prior permission being sought from the copyright owner, provided due acknowledgement is given.

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: EDUCATION AND RESEARCH

~~Section/RT~~: WG IN WOMEN'S INTEREST

130-WIL-3-E

Joint Meeting with:

WORKSHOP THEME (IF APPLICABLE):

SESSION ON : WOMEN'S INTERESTS IN LIBRARIANSHIP

RESOURCES ON WOMEN: THEIR ORGANIZATION AND USE

Harsha Parekh
Deputy Librarian
SNDT Women's University
Bombay 400 020

For internal use only:

Meeting No: 92

SI: ~~yes~~/no

Estimated number of participants in the meeting:

58TH IFLA GENERAL CONFERENCE
NEW DELHI 30 AUGUST - 5 SEPTEMBER 1992

SESSION ON : WOMEN'S INTERESTS IN LIBRARIANSHIP

RESOURCES ON WOMEN: THEIR ORGANIZATION AND USE

Harsha Parekh
Deputy Librarian
SNDT Women's University
Bombay 400 020

Libraries and information centres are agencies which facilitate access to information. To serve this role, they collect and organize documentary resources and provide services to facilitate their use. Organization of documentary resources is a fundamental value adding activity in libraries and information centres. It makes a collection accessible thereby increasing its worth to the users.

Organization involves a number of activities ranging from the physical storage and maintenance of the documents to developing and managing an information retrieval system which provides access to the documents. To be meaningful, the organization must be appropriate to the needs of the users and be suitable for the kinds of documents being acquired.

This paper seeks to focus on some of the issues involved in organizing documentary resources on women. These issues arise as a combined result of the distinctive nature of users and their needs and the characteristics of the documents themselves. It looks at these issues from the perspective of specialised centres maintaining separate collections of materials on women. The issues have been identified through discussions with several professional colleagues involved in organizing documentary resources on women in specialized documentation / information centres. A brief preliminary section describes the characteristics of the generation and use of resources on women which affect their organization.

RESOURCES ON WOMEN - THE INDIAN SCENE

In India, research and writing on women and their situations has a very old history going back to about 2500 years.(1) In more recent times, in the late 19th and early 20th centuries sociologists, social historians and anthropologists had undertaken several researches on women. Yet, the Committee on the Status of Women in India (1971-74), appointed by the Government of India identified an information gap on women in critical areas.(2) Since 1975, various initiatives by the Government of India and the federal states, the Indian Council of Social

Science Research, the University Grants Commission, other academic bodies, international and bilateral agencies and non-governmental organizations have sought to bridge this gap resulting in a spurt in the generation of information.

The post-1975 period witnessed a rise in "women's studies" in India. The objectives of theses studies has been defined as the "pursuit of a more comprehensive, critical and balanced understanding of social reality." (3) It is viewed both as an academic exercise and social action at one and the same time. "As an academic study it enriches the disciplines and provides entirely new perspectives to analyse situations....As a movement it emphasises the need to provide material basis for equality and independence of women."(4) This dual role of women's studies as a discourse and as a movement affects the production of documentary resources. Documents are produced for different purposes. They are created to report research, to influence policies, to inform the general public and for use in social action and consciousness raising activities. There is a considerable amount of purposive and necessary replication of information, repackaged in different ways and formats to meet different needs.

In the context of the academic field researchers are drawn from various disciplines in the social sciences, history, literature, etc. This trend was continued and strengthened by a policy decision of the First National Conference on Women's Studies held at Bombay in 1981. The Conference reached a consensus that their effort would be to incorporate the women's question and its implications in various disciplines rather than to integrate them into one programme.(5) Much of the research and publications on women undertaken in universities has tended to be from the perspectives of various disciplines.

Inspite of the impetus to women's studies since 1975, published resources on women are still limited. It is only in the last few years that the number of books published on women has begun to show an increase. Many of the books published are collections of articles by different contributors on a theme or sometimes of papers presented at a conference. A few books have been compiled as source materials for teaching courses on women in an interdisciplinary manner. Although some publishers have shown an interest in publishing books and research studies on women, specialized publishers who concentrate on women's writings are few e.g. Kali for Women, Stree (an imprint of Bhatkal and Sen) etc.

Literature on women was mostly generated by small independent research organizations, research units in universities and autonomous women's groups. The resources of these producers are limited and much of the information created has in semi-published form available either as mimeographed, more recently, as desktop published reports. Thus a review of research on women's studies undertaken in 1988 could comment: "Though beginnings have been made in theoretical presentations...the major limitations of these presentations are that they are all in cyclostyled form...".(6)

Seminars and conference papers constitute a substantial section of the resources as meetings have played an important role in sharing information and experiences and in focusing on topics which have been less researched. The papers of these conferences are more often than not available only as mimeographed documents.

The academic interest in women's studies is also reflected in the number of Ph.D. theses on women. Like other micro studies these documents are also elusive.

The number of serious journals on women's issues are few. These include 2-3 in English e.g. Samya Shakti, Manushi and Stree (AICCW) and some in local languages e.g. Manavi (Malayalam), Sachetna (Bengali), Samta (Kannada), Bayaja (Marathi) and Narimukti (Gujarati). Most of these are run by small autonomous groups with little finance. However a large number of newsletters - perhaps more than 80 - are published. Many of these are small of 4-10 pages and are frequently mimeographed.

Popular women's magazines occassionally include stories on women and general information about training, education and business and career opportunities and contribute information not available elsewhere.

Newspaper clippings constitute another format in which documentary resources on women are available for the press frequently focusses on issues concerned with women. While some stories are used mainly because they are sensational, concerned journalists have tried to generate awareness on women's issues through the press.

Among the non-print materials, posters, videocasettes, filmstrips and films on and about women are produced by many governmental and non-governmental agencies to create awareness about policies, programmes, issues, rights etc. Researchers in women's studies have used oral history methods for reaching the inner recesses of women's lives and problems and a small but significant collection of audiocassettes of personal narratives, women's songs and poetry is being created.

CHARACTERISTICS OF USERS

Resources on women are used by a variety of individuals for different purposes. The Indian Council of Social Science Research which initiated a sponsored programme of women's studies in 1976 directed its efforts at three target audiences : Policy makers, social scientists and the general public.(7) To these three groups a fourth has to be added: viz. activists who are either directly involved in the women's movement or are trying to empower women through skill development, training and consciousness raising activities. Moreover academic users are drawn from various disciplines.

Academic users include those involved in curriculum development, teaching and research. Thus educators developing and modifying curricula, for example, in history would want to know of relevant materials on "the role of women in the freedom movement". Teachers of various courses would need information on different issues as they relate to women; for example in a department of economics a teacher discussing the contribution of the informal sector in industrial development and the problems of workers in that sector might want material on "women in the beedi (tobacco rolling) industry". Research workers need to consult the resources at various stages in their research - for getting ideas, to clarify concepts, identify research methods, gather data, locate other comparable studies, etc. Examples of enquiries would be "What is meant by feminist criticism? ", " What tool is suitable to measure locus of control among women?", " I am working on the role of folksongs in family relationships in Gujarat; are there any similar studies about other regions?", "How many women are working as engineers?" etc.

Another group of users are those involved in skill development among women, social action and consciousness raising activities. This group of users require available information in order to repackage it into other documents e.g. a brochure for an anti-dowry campaign, a booklet on inheritance and property rights of women, a film on 'devadasis', a petition calling for a ban on amniocentesis, etc.

ORGANIZATION OF RESOURCES

The growth of resources, the different disciplinary perspectives, the need for information both for academic exercise and action and the variety of formats create a number of difficulties in organizing resources on women.

Shelf Arrangement (Physical Organization)

The presence of a variety of formats raises the question of how best they may be arranged. Although literature in all subject areas is found in a variety of formats, women's studies literature particularly abounds in grey literature and ephemera. In most of the documentation centres the book collection constitutes only a small section of the total resources. The dearth of published materials has made information centres collect and organize alternative resources. The combination of academics and activists may also perhaps have had some influence on the collection.

Most information centres on women in India prefer to shelve the different formats in separate sequences - books, newspaper clippings, posters, audio-visual material and a semi-published materials sequence which includes booklets, mimeographed reports, conference papers, offprints etc. The last section is conveniently referred to as "pamphlet", "vertical file" or "MPR (mimeogrphed papers, reprints and report)" collection. While the book collection is generally arranged on the shelves following a classified sequence, the other materials do not follow the same sequence of arrangement. Newspaper clippings in files or folders are arranged by the subject headings or discriptors while other material is generally arranged serially. The MPR collection is sometimes further arranged by publisher.

Cataloguing and Classification

The physical separation of materials on the shelves places a greater responsibility on the catalogue as a retrieval tool.

The general preference is to have an integrated catalogue for all formats of documents; this compensates for the multiple shelving sequences. The physical format of the document is indicated on the catalogue entry.

The card catalogues provide access by author, title and subject. Catalogues also need to satisfy other approaches used by readers viz. conference name or series title. Many documents are also asked for by the institutional publisher, but these needs are usually met by the shelf arrangement of the MPR collection.

While cataloguing rules usually provide for different formats quite satisfactorily, centres collecting reprints, reports, conference papers etc often get materials which do not have complete bibliographic data on them.

Many of the documentation centres are small and maintain their catalogues on cards. The free availability of Unesco's CDS/ISIS software for use on microcomputers has resulted in a few centres converting their catalogues from card to machine readable ones. It makes it easier to provide for the different access points.

Since collections are small, much thought has not gone into the issue of a suitable classification scheme. Many centres devise a rough grouping of subjects for shelf arrangement of books. A scheme developed by Akshara (a voluntary agency) is used by a number of small NGOs.

Indexes and Indexing

Retrieval is more through subject cataloguing and indexing rather than through classification. Most centres maintain inhouse indexes. The National Information Centre at the SNDT Women's University, Bombay published "Women's Studies Index 1986 : A Guide to Indian Periodical Literature " in 1987.(8) Since 1987 the index is maintained as a computerized database of resources on women. Sponsored by the University Grants Commission, the Centre provides services based on an integrated database developed using MINISIS software. The index - WSUCHI - presently includes about 13,000 bibliographic references, 75% of which are Indian. Of these 25% are in Indian languages. Since February 1992 remote online access to the index has been provided.

Most centres use a controlled vocabulary. "A Women's Thesaurus"(9) is generally used, particularly after 1988 when the use of a common indexing vocabulary was emphasised at the First Workshop on Women and Development Studies Information Network sponsored by the Centre for Women and Development Studies, SNDT Women's University and the Department of Women and Child Development of the Government of India.

Experience of using the thesaurus, suggests that on the whole it is satisfactory in providing for most concepts. There are of course exceptions e.g. scheduled castes, "Anganwadi" workers, etc. Most centres, provide liberally for additional terms. To the basic list of terms denoting concepts others have to be added, particularly names of projects, programmes, acts, groups e.g. Mahila Samakhya, Integrated Child Development Scheme, Muslim Women (Protection of right of divorce) Act, Chipko movement, etc. Since individual cases are often used to focus on issues both for academic analysis and consciousness raising, it is necessary to be able to retrieve writings relating to a case. Thus e.g. it is not always sufficient to be able to retrieve documents on sati or divorce among Muslim Women, but need to be able to specifically identify documents on Roop Kanwar or Shahbano cases. In order to maintain the integrity of the controlled vocabulary and yet provide for improved access, the National Information Centre at SNDT Women's University provides for additional separate fields in the bibliographic database for uncontrolled vocabulary and a "proper name" subject.

The general preference is to follow the same indexing language for all materials. However, newspaper clippings, posters, audio-visual materials etc. are grouped under broad terms.

An additional concern about indexing is the matter of coverage. Many centres do not provide analytical entries to contributions in books or to information in newsletters. The main reason for this is frequently shortage of staff. There is also some uncertainty about the value of indexing all the information in newsletters, particularly since most of them are short items of news, programmes and past and forthcoming events. Yet it must be acknowledged that some of the information available in newsletters is not available elsewhere at the moment of time. A few centres index selected items from newsletters and that too at a lesser depth than journal articles.

User Approaches

Satisfying the needs of different user groups who approach the resources with a view to retrieve documents for a specific purpose is a more difficult problem. Only certain items on a topic may be relevant for the purpose at hand. Thus a researcher and a social activist, working on dowry deaths would be satisfied by different materials; although both would search under the same descriptor. Similarly a search under inheritance laws may retrieve legal tomes, legal literacy booklets, reports, newspaper reports of cases such as Mary Roy's, etc. A researcher may find a high degree of irrelevance, not because of the topic, but because of the approach. Policy makers, researchers, social activists and common people want information packaged in different ways. Standard subject access almost never provides for the kind of treatment given to the subject or the target audience to which a particular document is aimed. Women's Studies - combining as it does an academic discourse and a movement to change - perhaps highlights the need to further distinguish between documents on the same subject. To satisfy the needs of the different user groups some additional inputs may be required at the document description stage.

Another fundamental difficulty arises out of the fact that the academic users who approach the resources on women do so from the perspective of their own discipline. Each discipline has its own concepts, principles, terminology and methods and tries to study and explain women's reality from different perspectives. The different disciplines not only differ in their perspectual screens but also use different concepts and terms. The problem is greater because of the "soft" terminology of the social sciences. A collection indexed using any thesaurus on women's studies cannot include all concepts or terms used by end users from various disciplines. Thus a sociologist working on the process of institutionalization of development activities for women may be at a loss for an equivalent term in "The Women's Thesaurus". The problems of creating linkages between terminologies of various disciplines to the vocabulary of women's studies needs to receive some attention.

Networks

The problem of organization of resources on women can also be considered from an inter-institutional or national perspective. While resources would be dispersed physically, a network would be able to provide access at a national level. The Women and Development Studies Network in India started in 1988 as an informal voluntary group represents an effort being made to evolve an undirected sharing network of various organizations interested in women's studies. Initiated by the Centre for Women and Development Studies it received some financial support from the Indian Council of Social Science Research. Two workshops were organized in 1988 and 1990 for centres interested in women's studies. These focussed on standardization of bibliographic description and subject descriptors. A beginning was made in compiling the bibliographic resources on women into a union catalogue. Three fascicules of the catalogue were published between 1988 and 1991. The catalogue was developed as a computerized database using MINISIS software at the National Information Centre of the SNDT Women's University. This catalogue is also accessible on-line.

A better organization of resources both at the institutional and national level will improve access to and consequently the utilization of information women. This in turn will contribute to the quality of research on women and the movement to change women's lives.

REFERENCES

1. Mazumdar, Vina : Emergence of women's question in India and the role of women's studies. New Delhi, CWDS, 1985. p.7
2. Ibid. p.11
3. Ibid. P.14-15
4. Desai, Neera and Patel, Vibhuti : Critical review of researches in women's studies. Bombay, RCWS, SNDT Women's University, 1988. p.XI. See also, Krishnaraj, Maitreyi : Women's studies : case for a new paradigm. Economic & Political Weekly v.23 (18) April 30, 1988. p.892-894
5. Mazumdar, op. cit. p.14
6. Desai and Patel, op. cit. p.6-7
7. Mazumdar, op. cit. p.11
8. Parekh, Harsha (ed.): Women's Studies Index 1986: A guide to Indian periodical literature. Bombay, SNDT Women's University, 1987.
9. Capek, Mary Allen (ed.) : A Women's Thesaurus: an index to language used to describe and locate information by and about women. New York, Harper and Row, 1987.
10. Parekh, Harsha (comp): Resources on Women. Parts 1-3. New Delhi, Women and Development studies Information Network, 1989-1991.

BEST COPY AVAILABLE

L

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: EDUCATION AND RESEARCH

~~Section/RT~~: WG IN WOMEN'S INTEREST

Joint Meeting with:

131-WIL-4-E

WORKSHOP THEME (IF APPLICABLE):

INFORMATION FOR RESEARCH ON WOMEN AND DEVELOPMENT

By
Anju Vyas
Centre For Women's Development Studies
25, Bhai Vir Singh Marg
NEW DELHI-110001

For internal use only:

Meeting No: 92

SI: ~~yes~~/no

Estimated number of participants in the meeting:

Information For Research on Women and Development

Contents

1. Introduction
    1.1 Women and Development-The Debate and Definition
2. Research on Women and Development
    2.1 Types of Research
3. Information For Research on Women and Development
    3.1 Characteristic Features of Women's Information
    3.2 Producers of Women's Information
    3.3 Users of Women's Information
4. Women's Information and the Library Profession: An Overview
    4.1 Women's Information/Documentation Centres and Library Collections
    4.2 Specialized Classification Schemes/Systems
    4.3 Women's Thesauri
    4.4 Computerized Databases
    4.5 Specialized Reference Tools
    4.6 Information Networks
    4.7 Women's Information Workshops/Conferences, Training Programmes
5. Summary and Conclusions
    5.1 Steps for Future Directions

INFORMATION FOR RESEARCH ON WOMEN AND DEVELOPMENT

1. Introduction

1.1 Women and Development- The Debate and Definition

Issues relating to Women and Development have been receiving constant attention from all quarters of life since early seventies due to two primary factors- the efforts of millions of women acting together with other forces to focus public opinion on various issues and secondly, the women's movement gaining momentum in different parts of the world. This growing concern for women's issues prompted the United Nations to declare the year 1975 as the International Women's Year at its World Conference held at Mexico in 1975 and 1975-85 as the International Women's Decade. It also adopted a World Plan of Action "to raise the status of women to one of equality with men, to ensure their involvement in the process of development at all levels and full participation in the wider social process".

The Plan of Action talks of involving women in the development process. What is meant by the term Women and Development? Do the commonly used terms such as "Women and Development, Women's Development", Women in Development(WID) mean one and the same thing ? Does it mean development of women in their status, or impact of development policies and plans on women, or the contribution of women in the development process? Does it mean all these at the same time? Is it that the term has different meaning for different people. One may imagine that the perceptions of a policy planner and aid or donar agency, a researcher, an activist, an information scientist and a woman regarding issues relating to Women and Development may differ considerably. On one hand the policy planners talk about the integration of women in the national development process while those in the women's movement feel that how can one think of integrating women as they have always been a part and parcel of the development process. There is a growing conviction within the women's movement that development has bypassed women. They have been excluded from agriculture and other major sectors resulting in their invisibility and marginalization in the development process. Inspite of much lip service paid to women being the "equal partners in progress" they have remained by and large outside this development process. The earlier concepts of education, health and employment as means for achieving this equality and development have been questioned and undergone radical change with time as more and more new indicators are being identified.

In this light how does one define a dynamic process like 'Women and Development'? The World Conference of the UN Decade for Women held at Copenhagen in July,1980, interpreted development as "to mean total development, including development in the political,economic, social,cultural and other dimensions of human life as also the development of economic and other material resources and also the physical, moral,intellectual and cultural growth of the human person.

BEST COPY AVAILABLE

The improvement of the status of women requires a change in the attitudes and roles of both men and women. Women's development should not only be viewed as an issue in social development but should be seen as an essential component in every dimension of development. To improve the status of women and their role in the process of development such development should be an integral part of the global project for the establishment of a New International Economic Order based on equity, sovereign equality, inter-dependence, common interest and co-operation among all States".

More recently the Women's Feature Service has chosen to define development "as a social, political and economic process of change which to be just and sustainable, must ensure the participation of all class, race and gender groups". With such an all pervading definition of Women and Development the scope of research becomes very wide and unlimited.

2. Research on Women and Development

This worldwide interest in Women and Development has manifested itself in a multifarious manner and contributed to the growth of a large body of research and information on women because of the institutionalization of research ; setting up of independent research centres outside and within the university system ; women's programmes units within the governmental systems ; conferences, symposiams, workshops on issues related to women ;

High priority has been accorded to research at various international, regional and national forums and thrust areas have been identified. In India, the publication of the Report "Towards Equality" of the National Committee on the Status of Women created an awareness that research on women can add an important dimension to the study of social development. In response to this the Indian Council of Social Science Research instituted a programme of sponsored research centred around the problems of development and social change and identified a number of high priority areas of research. With the ever evolving field of Women and Development the areas of research are expanding and along with the older concerns of family, employment, health, education, political participation, legal provisions etc., the new concerns are getting including-eg., women's participation in the environment preservation & conservation, violence against women, impact of new technologies and so on.

BEST COPY AVAILABLE

2.1 Types of Research

The type of research being undertaken in this field may fall under various categories, viz., evaluative studies of existing strategies for women's development, action research, critical issues research, exploratory research on women's perceptions, analytical, descriptive, conceptual and historical research.

The purpose of research may also vary- it may be by individuals within the university system to acquire an academic degree or it could be project specific being carried out by a group of researchers or individuals with the institutional system or outside.

3. Information For Research on Women and Development

Women's movement and those concerned with Women and Development have long recognized information as a means of empowerment for women. Planning and implementation of any policies for women's development is possible only when the right information is available to the right people at the right time.

Information and research go hand by hand and are complementary to each other. The vital role of information for research in women and Development has been stressed upon in various international, regional and local forums. The need for improved systems was clearly expressed at the UN World Conferences at Mexico City(1975) Copenhagen(1980) and Nairobi(1985). The Non-Aligned Conferences on the Role of Women in Development at New Delhi(1977) and later at Bagdad(1979) strongly recommended the organization of a continous research and information system in the area of women and development and increasing collaboration within the non-aligned countries for this purpose.

At the regional level ESCAP's Workshop on WINAP(1986) and SAARC Meeting on Women in Development(1986) emphasized the role of information for research and the need for preparing various resource guides and to systematise and disseminate information about women and need by women for their development.

On the Indian scene, the first National Conference on Women's Studies,(1981) recommended the need for a clearing house of research and other types of information, documentation & bibliographic services to assist the promotion of Women's Studies in teaching institutions and development action by governmental and voluntary organizations. This need was voiced at many more subsequent forums.

It is very clear from the expressions by the women's movement at various forums(some of them mentioned above) that there is a consensus about the need of timely, accurate and adequate information and a system of sharing it as one of the means to achieve development of women and for women.

This raises the question how information for research on women and Development is different from information in other areas, who are its producers and users and how the library profession has handled this new area of research and information.

3.1 Characteristic Features of Women's Information

a. The information for Women and Development is a multi-disciplinary, inter-disciplinary and of a cross-sectoral nature which makes the collection of information a difficult and time consuming task ;

b. It is cross-cultural, inter-regional in nature ;

c. The bulk of research is project specific and micro-level analysis and therefore in mimeo form ;

d. The information requirements are voluminous and of a very diverse nature ;

e. Statistical data plays a very important role in effective measurement and monitoring of the status of women but often upto date data is not available due to the very nature of data-collecting agencies ;

f. It comes in a wide range of physical forms - from interviews to statistical tables, books, reports of varied nature - trend report, programme evaluation reports, workshop/ conference, seminar report/Govt. documents, brochures, pamphlets, directory & training manuals, handbooks, journals newsletters/bulletin etc. ;

g. A majority of information comes into the category of "grey literature" or 'fugitive literature' which again makes the task of identification & collection difficult as usually it is not available through the traditional book trade channels ;

h. Often the research and evaluation studies conducted for donar agencies remain inavailable due to their classified nature ;

i. There is an explosion of interagovernmental documents on Women and Development but there is little attempt at its bibliographical control dissemination ;

3.2 Producers of Women's Information

It is a prerequisite to identify the producers of women's information in order to provide an efficient and effective service. Broadly speaking, the information emanates from the following three major sources :

BEST COPY AVAILABLE

a. Governmental and Intergovernmental Channels

The bulk and range of information produced by different governmental and intragovernmental agencies appears in a variety of forms, viz., policy programmes, documents, committee & commission/working group reports, statistical surveys, manuals, evaluation reports, handbooks, publicity materials like pamphlets & brochures etc. Limited circulation and different distribution policies of governments hamper the accessibility of such information.

b. Institutional Channels

Various types of research and academic organisation/institutions are the other major generators of information. These organisations which carry out research may be broadly categoriesed as the following :

i. Social Science Research Institutes with an interest & focus on Women's issues ;

ii. Women's Studies Research Centres, ;

iii. Within the University system:-(a) Various departments in Social Science and Humanities ;
 (b) Women's Studies Departments/Units/Cells,

iv. Donar/Aid Agencies :

v. Activist Groups/Forums ;

vi. Grass root level organisations ;

Research and action being one of primary objectives of most such institutions/organisations/centres information is disseminated through research reports, occasional/working papers, theses, conference/seminar reports/proceeding manuals, guidelines, information pamphlets, brochures, posters newsletters/bulletins/journals, annual reports etc. A bulk of such research information remains in an unpublished i.e. mimeo form as often these institutions/organisations have resource constraints.

There is hardly any bibliographical control of such information and it is usually not available through the book trade channels. A lot of such information is produced for limited circulation only. Accessibility of institutional information depends upon the effectiveness of formal/information networking among these groups/institutions.

C. Commercial Channels

Since 1970's the number of titles published commercially in this area the world over has increased manifold.

BEST COPY AVAILABLE

As the book trade channels are well developed and a bibliography control of such publications exists the availability of such material presents the least difficulty among all other types of material. Still the flow of information between the developed & developing countries has its own set of problems.

3. 3. Users of Women's Information

In this information chain, the other most important link is the user. An information system must cater to the information requirements of those who can effect change through national policies and programmes i.e. the policy planners, decision makers at the one end and those who will be affected most by such changes, viz., the women at the grass-root level at the other. ESCAP's WINAP Seminar (1986) identified four user groups as :

a. Government policy makers, programme implementors and evaluators ;

b. General public ;

c. Women at all levels ; especially at the grass roots ;

d. Donar agencies, both multilateral and bilateral ;

Few more categories could be added as the following :

a. Non-government organizations(NGO)/& regional counter parts ;
b. Academic & other researchers ;
c. Mass Media ;
d. Information Agencies and Information specialists. ;
e. Other users or students ;

It is self evident that information requirements of all these different categories of users vary and should be satisfied by making the information available in different types of formats and through a variety of channels.

4. Women's Information and the Library Profession:An Overview

A brief overview of how the library and information profession has responded to the challenges of this newly emerged and evolving area of research and study will provide some insight as to what and how much has been done and identify areas for future action.

4.1 Women's Information/Documentation Centres and Library Collections

There has been a mushrooming of women's information/documentation centres worldwide in the last two decades. In most of the developing countries these were established only during the last decade.

BEST COPY AVAILABLE

The need for creating such separate and specialized centres/collections was felt primarily due to the growing quantity of information. The very nature of information as described earlier and because the mainstream library collections/information centres were not able to keep pace with this new area of research.

4.2 Specialized Classification Schemes/Systems

Many women documentation/information centres felt that the existing classification schemes were not suitable as women were usually placed under the main disciple of sociology and very few numbers were given to them under other main subject groups. As an answer to this a number of women's documentation centres have developed their own classification system. In India, Akshara-a women's research group has developed its own scheme and a number of NGO's are adopting it.

4.3 Women's Thesaurai

Just as traditional classification schemes were found unsuitable for women's issues, similarly the commonly used list of subject headings and thesaurai were also considered unhelpful because they did not cover the length and breath of issues which are there now under the imbrella of women and development, women's studies/gender studies. During the last decade a number of the thesaurai have been developed by women's groups in different parts of the world to meet and suit their own information requirements. Some of the notable examples are: 'A Women's Thesaurus:An index of language used to describe and locate information by and about women', 'Thesaurus on Women and Family' in Japanese language by the National Women's Education Centre, 'Thesaurus on Women in Development' by the Asean Women's Programmes and the 'List of descriptors on the theme of Women' by ISIS International.

4.4 Computerized Databases

Although the publicity accessible databases devoted exclusively to women are very few, several women's information centres/ - the world over have developed in house computerized bibliographic databases. 'Catalyst:resources for women' is the only database available through BRS and covers the area of employment and careers. Some notable examples of in house databases are of ISIS International Women's Data Base: Grace of GRIF(Feminist Research and Information Group),WIS database for UN documents relating to women, and bibliofem of Fawcett Library.

WISTAT- The United Nations Microcomputor Database on Women's Indicators and statistics comprising exclusively of data supplied by countries to international agencies of the United Nations.

BEST COPY AVAILABLE

4.5 Specialized Reference Tools

A number of reference tools have been developed over the last two decades by the library profession in order to provide easy access to information on women's issues. Bibliographies, abstracting/indexing services, directories are some of the reference sources in this category. The available bibliographies vary in their scope in terms of coverage of subjects area, language and forms of materials. A large number of bibliographies are prepared by institutions and remain in mimeo form. Some notable indexing/abstracting services in this area are "Studies on Women Abstracts", Women Studies Abstracts". A large number of Women's Information/Documentation Centres bring out on a regular basis indexing and abstracting services which serve the current awareness demands of researchers in this field.

Directories of organizations and human resources are an excellent means of knowing who is doing what and where and help in networking among like minded institutions and professionals. A large number of such directories at an international, regional, national and local level are available.

4.6 Women's Information Networks

The need for communicating and sharing ideas, issues, resources have been felt at all quarters and formal and informal networking has provided an answer to this situation. In last few years few information networks on Women and Development have emerged. Women's Information Network for Asia and Pacific(WINAP) was initiated by ESCAP in response to numerous requests from members and associate members for an improved system of information on women in Asia and the Pacific. The major objectives of WINAP are to collect analyse and disseminate views, ideas and statistics related to women in development. WINAP has initiated a number of activities to meet its objectives.

In India, the Centre For Women's Development Studies took the lead to plan a Women and Development Studies Information Network along with the other like minded institutions in the country. The Network aims to harness and pool the information sources of the existing information infrastructure collectively and disseminate it widely through a number of ways. Despite the lack of sustained support the network has produced three bibliographies containing over 1800 items. The Network plans to bring out a Resource Guide in three parts containing literature, institutional and human resources in the field of Women and Development.

4.7 Women's Information Workshops/Conferences

Conferences/Workshops relating to women's information systems/centres has been a development of last one decade only. These conferences have been instrumental in focussing the attention on the role of Women's Information Centres and have also acted as a forum for networking among the information professionals, handling and working with women's information. A series of workshops was organized by ESCAP for the Asia and Pacific Region since 1986 for different regions. Isis-Wicce and Isis-International have also been organizing such conferences. One of the most recent ones was the International Symposium Libraries held at Istanbul in Oct. 1991.

4.8 Training Programmes

It has been realized time and again at such forums that handling women's information require specialized training or retraining to carry out the tasks of collection, processing storage, retrival, repackaging and dissemination of information to different target groups effectively and efficiently As an answer to meet this need initiatives have been taken by few institutions to run a training program of a duration of 2-3 months at the regional level. NWEC in Japan and an Italian organization in collaboration with ILO has already started such courses. These cources have been the development of 1990's only.

5. Summary & Conclusions

This brief overview provides an idea of the efforts of the library profession over the years in collecting, storing, processing, retrieving, repackaging and disseminating information for research on women and development.

It is now time for a little introspection and self-assessment. Have we, as information professionals to the right user at the right time? Why it is that a common feeling expressed at all Women's Studies forums is lack of information. Is it the lack of information itself or access to it or both? Is there a lack of dialogue between those who want information & those who provide and handle information? Are our present information sources and services not adequate? Have we also not been elitist in our approach to information and left out a majority of the users unserved- the women at the grass-roots? Have we not contributed in the further marginalization of rural women as majority can't even read and write.

BEST COPY AVAILABLE

5.1 Steps for Future Directions

Since there is always a scope for improvement in terms of quantity and quality of information services provided, some suggestions for future steps are:

1. There is a need for a constant dialogue between the users and the information profession. Surveys should be carried out at various levels at a regular basis to assess the information needs of different types of users ;
2. Literature surveys should be carried out periodically to identify the gaps in research and information. A mechanism should be developed to provide this feedback to the researchers ;
3. The existing reference sources of information, viz., bibliographies, directories and abstracting/indexing services should be evaluated and analysed and efforts should be made to prepare them in view of the researchers requirements ;
4. Repackaging of information should be carried out according to the information requirements of different user groups ;
5. There should be a better flow of governmental/intra-governmental, institutional and commercial publications at the international, regional and national level ;
6. There is a need for more forums for information professionals to exchange views on a regular basis ;
7. There is a need for expanding training programmes at different levels ;

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: Education and Research

Section/RT: Education and Training

Joint Meeting with:

WORKSHOP THEME (IF APPLICABLE):

149-ET-1-E

The Contribution of S.R. Ranganathan's scientific school to the informatization of education for library science in the world.

by

Juri N. Stolyarov
and
Elena A. Nabatnikova

Moscow State Institute of Culture, Russia

For internal use only:

Meeting No: 106

SI: yes/[✓ no]

Estimated number of participants in the meeting:

Juri N.Stolyarov, professor, Moscow State
Institute of Culture, Russia
Elena A.Nabatnikova, assistant professor,
Moscow State Institute of Culture, Russia

The Contribution of S.R.Ranganathan's scientific school to the informatization of education for library science in the world

(an abstract)

Dr. S.R.Ranganathan's contribution towards the developmen of library science is unparalleled. It is well-known, that his ideas influenced library science in the world greatly, but his views' impact on the teaching of special subjects in library schools is less known, while this fact is very important too.

Dr. Ranganathan considered library science to be one of t humanities with its own laws. "Five Laws" formulated by S.R.Ra ganathan are not laws in the strict sence of the word. Laws ha objective nature, there can't be any exeptions to them, while the realization of "Five Laws" depends on the professional vie of a librarian, his wishes, his professional skill and even ar

Still we highly appreciate Dr. Ranganathan, for he combin the main normative principles of library activities into the i tergal original system, very convinient in didactic respect, that is for teaching it.

Dr. Ranganathan widened the notion "book" till the notion "document", consequently the notion "library" was widened too. Dr. Ranganathan combined documentation and library problems in his research and practical activities, he pursued the policy o deciding the documentation problems mainly through the librarie

BEST COPY AVAILABLE

He proved the organic nature of this combination. This fact later promoted the transformation of many schools of library science into the schools of library and information science.

Dr. Ranganathan was one of those who strove for raising th social prestige of a library and of a librarian. His arguments are widely used in teaching future librarians in library schoo of the world.

Dr. Ranganathan was among the pioneers in library science, who started to work out the theory of library management. Now "Library Management" is one of the core subjects in many libra schools.

The "Law of Parsimony", formulated by Dr. Ranganathan, forme the base of a new branch of research in library science. In the first place there are mathematical methods of library work quic ly developing and widely studied in library schools today.

The "Law of Impartiality", one more Dr. Ranganathan's law, is taught in the major part of world library schools. This law obliges the librarian not to express his attitude to the docume he delivers, but to strive to be operative and accurate in givi the user the information he needs. The fact that this law was formulated in the aggrevation of "cold war" underlines the huma common to all mankind nature of Dr. Ranganathan's outlook and his theoretical positions. The librarians of former socialist countries, the Commonwealth of Independent States included, fo some decades opposed the Communist Party principle to "the law of impartiality" in library service. But now they begin to real that Dr. Ranganathan's views on the problem are in more harmony with the present life, than their convictions were. At the same time Russian librarians are not going to renounce all their pr ciples.

Dr. Ranganathan did a lot in formulating the essence of library stock. He pointed out the significance of non-book library materials (microfilms, microcards, etc.), giving the detailed analysis of the elements of library stock from the content, forma and moral points of view. This approach became widely used in teaching future librarians nowadays.

Great attention is paid by library school teachers in their lectures to Dr. Ranganathan's classification ideas, which gained the world-wide recognition. There is no library school in the world, which in teaching classification doesn't turn to direct considering of Dr.Ranganathan's classification positions or to showing indirect influence of his ideas to the classification views of his contemporaries and followers.

Dr.Ranganathan's contribution to library theory and practice as well as to the teaching of them both are worth to be highly estimated by the world library community.

Full Paper

Juri N.Stolyarov, professor, Moscow State
Institute of Culture, Russia
Elena A. Nabatnikova, assistant professor,
Moscow State Institute of Culture, Russia

The Contribution of S.R.Ranganathan's scientific school to the informatization of education for library science in the world

Dr.Ranganathan's contribution towards the development of library science is unparalleled. It is well-known, that his ideas influenced library science in the world greatly, but his views' impact on the teaching of special disciplines in library schools is less known, while this fact is very important too. What are the concrete manifestations of this impact?

The Place of Librarianship in the System of Sciences

Dr. Ranganathan considered library science to be one of the humanities with its own laws. It's necessary to mention, that these are not laws in the strict sence of the word; they are sooner normative principles of library activities. Dr. Ranganathan succeeded in keeping whole layers, different branches, complex conceptions of library work within laconic wordings. So, the motto "books are for use", which he considered to be the basic law, absorbed the changing of book-storage paradigm into the utiliterian one in library work. The new paradigm made the basic values of professional activities remove into the directio of searching diverse forms of library service provided to the library user. This "law" orientates librarians to the search of new forms of service, included those which couldn't be infamiliar either to Ranganathan or to his contemporaries. Thanks to this brief but capacious wording it is very convenient to expose the very essence of library work, to elucidate its distant perspectives before students. The realization of this motto on different historical stages and in many countries is different, but it is valuable as in its general form it can be equally used practicall in all libraries without exeption.

In 1930-s Dr. Ranganathan widened the notion "book" till th frames of the notion "document",consequently the notion "library" was widened too. The problems of documentation were close to Dr. Ranganathan's researches, and he combined them and library problems. More than 30 years ago when the discussian between the information scientists and the traditional librarians was about to begin, it was clear to Dr. Ranganathan, that "... now we entered the documentation era in library service".[*] Logically it was quite correct that it was he who became the representative of librarians in the International Federation of Documentation and who pursued the policy of deciding the documentation problem mainly through the libraries.

Dr. Ranganathan combined documentation and library science, having proved the organic character of this combination. Some years later this fact sufficiently promoted the transformation of many world schools of library science into the schools of library and information science. Lately this process started in Rusia, almost the last conservative "stronghold", preventing the spreading of this trend. Only from 1991 the department of libra and information science in Moscow State Institute of Culture pr pares specialists in information science proper.

---

[*] Ranganathan S.R. Library manual. - 2d ed. - Bombay, 1960. - P.98.

Library and Society: their Interaction

Dr. Ranganathan's laws are democratic in their essence. Th most democratic is the law "every reader - his book", which demands the library service to be public, free of charge, finance by the state and the state guarantees of stable library functi ing in general. Dr. Ranganathan laid down the programme of real ing his laws. Practically speaking in these laws the library world has the integral conception of constructing the system of library service in any country. This conception is very appropriate for teaching a number of library, information and docum tation disciplines of general and particular character.

Dr. Ranganathan was sure, that library service was one of the main human rights and that the state was to care about lib ries. This R.S. Ranganathan's idea coinsides with that of the dern world library specialists about the social role and libra functions, about the cooperation of the library and the State. Dr.Ranganathan was one of those who strove for raising the soc prestige of a library and a librarian. His arguments are wide used in teaching future librarians in many library schools of world.

Dr.Ranganathan was one of the first specialists who divid all libraries into those which only cumulate collections and t se which promote service to users. So he anticipated the idea depository storage of book collection. In the world practice

BEST COPY AVAILABLE

the planned construction of depositories comes back to the lat 1940s. But Dr.Ranganathan theoretically based this conception at the beginning of the 1930s, considering it as the realizati of the fifth law "library is a developing organizm". Now the classification of libraries according to this sign noted by S.R.Ranganathan, is tought in all library schools of the world

Dr. Ranganathan was among the pioneers in library science who started to work out the theory of library management - the theory, not the practice, because in practice there was no lac in practical guides, as from the very beginning the main task librarianship was creating practical guides to help librarians their work. And now very often library specialists think, that the main goal of library science is limited by the working ou of particularly practical recommendations and everything that is out of them is unnecessary. In contrust to this approach Dr. Ranganathan gave theoretical base to a number of positions which are beyond the limits of library science and which have the general scientific significance. In Dr. Ranganathan's life time his contribution to library science couldn't be estimate in his true worth, but now this situation has changed greatly. The course "Library Management" became one of the main core su jects and we have no right to forget the person who was one of the first created this direction in library theory.

The law of parsimony suggested by Dr. Ranganathan, lies in the base of a new branch of research in library science; this law also gives the start to a number of disciplines, connected with the study of the effectiveness and the quality of library service. In the first place there are mathematical methods of brary work, quickly developing today. Undoubtedly, if Dr. Rang nathan had had the possibility to get convinced of this develop ment now he would have felt the moral and the professional satisfaction from the realization of the law he formulated.

The Category of General

Widely known is one more law, "the law of impartiality" which is taught in library schools of the world. This "law" obl ges the librarian not to express his attitude to the document, he gives to the user; not to thrust his opinion on the user, tc keep to the neutral policy in acquisitions, etc., but to striv only to be operative and accurate in giving the user the inform tion he needs, "to promote the spiritual awakening of all manki Dr. Ranganathan recommended to have the equal portions of lite rature "on capitalism and socialism, democracy and dictatorshi in the stock[**]. The fact that this law was formulated in the years of the aggrevation of "cold war" underlines the human, cc mon to all mankind nature of Dr. Ranganathan's outlook and his theoretical positions.

His approach to "the information of eternal value"[***] whi is the unvaluable human wealth, was much wider and more toleran

---

[*] Ranganathan S.R. Reference Service. - 2d ed. - London 1961. - P.171-172.

[**] Ranganathan S.R. Library Book Selection. - Delhi-Lond 1952. - P.107.

[***] Ibid., p.55.

BEST COPY AVAILABLE

than of many other specialists. Dr. Ranganathan advised not to limit library collections by the books of the theoretical prof le close to the users of a library, but on equal rights to brin other eternal values within the users. In his eyes the Vedas, the Gospel, the Talmud and other creations of human mind were c equal values as the objects for acquisition and delivery to use

For some decades library specialists in the USSR and in fc mer socialist countries were resolute opponents to this princip opposing the Communist Party principle to it. Now we are to sta te that Dr. Ranganathan's idea and many other library scientis views on this problem proved to be in more harmony with the present life than the convictions of the socialist librarians. This idea is just beginning to be recognized in the Commonwealth of Independent States and in former socialist countries.

It doesn't mean that we renounce our principles, because from one side ideally there is much positive in them (for example, the demand of scientific objectivity), but from the other side - and "the law of impartiality" is characterized by a numb of contradictions. For example, it shows preference to the complex of mistic literature before the atheistic one, i.e. in thi case we have the exeption to "the law of impartiality".

The more vivid contradiction can be found between the demand of neutrality from one hand and the imperative to disseminate only good books among readers, to bring only progressive ideas within the users from the other. Dr. Ranganathan admits exeptions to the last demand, but strictly speaking there can't be any exeptions to a law in principle. Besides, Dr.Ranganathan doesn't give us the criteria of what is positive, progressive, good. Thus the objective unsolvability of conflicts among the "laws" arises and S.R.Ranganathan as a really honest researcher felt and recognized it.

And still, the general human orientation of library activities which Dr. Ranganathan proclaimed, is undoubtedly fruitful and in this quality it is on much higher level than the moral standards of many other researchers.

Particular Aspects

S.R.Ranganathan was very foresighted in formulating the essence of library collection. While many specialists in the world included only books into the stock (this point of view is widely spread even today), Dr. Ranganathan pointed out the significance of so called non-book library materials in his works, emphasizin that the major part of libraries were to give preference to micr films, microcards, etc. He gave the detailed analysis of the elements of library collection from both - the content , as it was then usually done, and the formal and moral points of view. The last was very important for the functioning aspects of librar work with these elements - acquisitions, cataloging, storage and disseminating of books.

Now this approach becomes more and more known in teaching different library disciplines.

Dr. Ranganathan's classification ideas gained the world-wide recognition. He paid the greatest part of his scientific attention to classification problems and one can state without any doubt that modern classification thought in the world is being developed considerably under the influence of the theory created by Dr. Ranganathan. It is difficult to name a library school, which in teaching classification doesn't turn to direct considering of Dr. Ranganathan's classification positions or to indirect influence of his ideas on the classification views of hi contemporaries and followers. For example, in the former USSR and now in the Commonwealth of Independent States Dr. Ranganathan's classification ideas are thoroughly examined in textbooks for the undergraduate library students; special books are written for the post-graduate students and for all who are intended to study the Colon Classification deeper.

It is a paradox, that the ideas of classification, which were perhaps the dearest to Dr. Ranganathan, where his creative originality was expressed in full measure, gained the least practical recognition. The analysis of this phenomenon is beyo the frames of our paper, but in this case it's important to me tion that giving students knowledge about this part of Dr. Rang nathan's creative activities is considered in library world "bon ton", a sign of professional erudition and a tribute of deep respect to the outstanding library specialist.

Besides in many countries, the Commonwealth of Independent States included, Dr. Ranganathan's cataloging and classificatio ideas are given the most thorough analysis. Eventually our interest to them doesn't decrease, it increases because Dr. Range nathen found the more general principle of classification than were known before him.

In the conclusion we should like to say, that Dr. Ranganathan's main ideas in all spectrum of library problems (and bibliographical service too, but this sphere is not examined in t paper as the authors can't consider themselves to be experts in this field) made and are still making considerable impact upon the process of teaching library disciplines in all the world. We are sure, that Dr. Ranganathan's contribution to library thec and practice as well as to the teaching of them both are worth to be highly estimated by the world library community.

150-ET-2-E

LIBRARY AND INFORMATION SCIENCE EDUCATION POLICY IN INDIA

N.Laxman Rao
Dr.C.R.Karisiddappa

Abstract

(National Policy provides guidance or directions for Library and Information Science Education (LISE) Programs. Ranganathan's contribution for the development of LISE is phenomenal. Several attempts were made to prepare a National policy for Library and Information System. The University Grants Commission (UGC) should take initiative to prepare a National Policy for LISE on the basis of the earlier recommendations and the present needs. This policy document should provide guidelines as well as requirements for LISE programs. The UGC should supervise its implementation and update it from time to time).

Ufg 106
no Si

LIBRARY AND INFORMATION SCIENCE EDUCATION POLICY IN INDIA

N.Laxman Rao*
Dr. C.R.Karisiddappa**

1 INTRODUCTION

Policy is a set of guidelines or directions which provide major lines of action to be taken up and followed. Programs or activities need proper direction. Lack of direction may lead to less achievement of stated purpose and objectives of the programs. If the programs are many, organised by several institutions and concerned with groups of persons or institutions or region(s) or country, lack of direction/guidance creates an impact on their output. Hence there is a need for proper direction to enable the programs to be successful. To identify right direction, several organisations and people (individually and in groups) have to be involved. This direction or otherwise called policy, guides the organisations or institutions in planning the programs both for the present and future.

Education and training programs are planned for the Human resource development. The changing needs of the region / country are to be considered while planning and organising such programs. Preparation of policy, taking the present and future needs into consideration will guide

---

* Reader in Library & Information Science, Osmania Univ., Hyderabad (India).

** Reader in Library & Information Science, Karnatak Univ., Dharwad (India).

the planners. The same is true even for Library and Information Science (LIS) Education and Training.

During the process of development in third world countries such as India, the demand is created for skilled / trained professionals. Socio, economic and political conditions as well as the demand, influence the organisation of educational and training programs, resulting in uncontrollable and mushroom growth of institutions. These institutions turn out a low quality products due to lack of facilities and infrastructure. In addition to this, the products should satisfy the manpower needs of the region /country. If there is a policy frame, it would provide the required guidance to the planners and managers of the educational programs to turn out better and quality products.

2 HISTORICAL BACKGROUND

Science Policy was formulated in India in early 1950's and this resulted in the establishment of several scientific institutions and laboratories in the country. The National Policy on Education was formulated in 1968 and updated in 1986. Government is making serious and earnest efforts to implement the policy in order to improve present educational system.

Librarians around the country are making an effort to formulate a National Policy on Library and Information System. Due to the pressure and demand, the library associations took initiative in preparation of such policy. As a result IASLIC (Indian Association of Special Libraries and Information Centres) discussed this topic at its 12th Conference in 1979 and ILA (Indian Library Association) at its 30th Conference in 1984. On behalf of ILA a draft policy was submitted to Government of India in 1985. The Planning Commission Working Group (1984) in its report "Modernisation of Library Services and Informatics for VII Five Year Plan" recommended adoption of a "National Policy for Library and Information Service". The pressure for National Policy was built up, due to which the Raja Rammohun Roy Library Foundation (Calcutta), prepared a draft policy entitled "National Policy on Library and Information System". All these activities prompted the Government to constitute a committee for formulating a "National Policy on Library and Information System". This committee submitted its report in 1986. Another national level organisation, Association of Indian Universities (AIU) has formulated its 'National Policy of University Libraries in India' (1986). All these policy documents were produced with a lot of effort but the Government has not so far initiated action on any of these policies.

Library and Information Science Education (LISE) has been an important facet in all these documents. One of the earliest Committees appointed by the Government of India namely, 'Advisory Committee for Libraries' under the chairmanship of Dr. K.P.Sinha (1958) has examined various aspects of libraries including library science training and offered its recommendations. All India Seminar on LISE in India (Delhi) (1977) discussed several aspects of LISE and gave its recommendations. Exclusively a National Seminar on LISE Policy was organised by IATLIS (Indian Association of Teachers in Library and Information Science) in 1983. The Seminar spelt out several recommendations. No further development took place in this regard. On the basis of this background it can be concluded that as such there is no approved policy for LISE.

It is a fact that the term policy has not been used but almost all the universities based their educational programs on the report of University Grants Commission (UGC) Review Committee' (1965), viz. 'Library Science in Indian Universities'. In subsequent years the UGC Panel on Library and Information Science (PLIS) gave its recommendations to make LISE more relevant. But these recommendations have appeared sporadically and it is difficult to find in the form of consolidated list.

In 1988, Inter Agency Working Group of UGC has submitted its report entitled "Development of Information and Library Network (INFLIBNET)". This report has studied manpower needs in the context of automation and networking . These recommendations also provide guidance for planning LISE programs.

3 Dr S R RANGANATHAN'S CONTRIBUTION

Ranganathan made multi-dimensional contribution in the field of LISE both within and outside India. Probably it may be difficult to find a person other than Ranganathan who dominated the scene with tremendous impact due to his multifarious contributions. He was instrumental in planning, initiating and establishment of LISE programs in several universities. He was responsible in making both the Government and the UGC to examine several aspects of LISE and accept the recommendations. He convinced the Government, and the UGC to implement the recommendations. His contribution towards the growth and development of professional education is phenomenal. He was responsible for the appointment of Review Committee (1965) and the submission of its report. Even after two and half decades, this report stands as a basic and comprehensive document for LISE. Traditionally, planners are using this basic document as some sort of policy document. This report needs complete revision due to changed environment and impact of information technology (IT). The review committee report therefore shall form the basis for any policy document.

Ranganathan's contribution to LISE can be estimated on the basis of Kaula's (1983:4) division of period relating to LISE:

1. Ranganathan Period (1932-72) and
2. Post Ranganathan Period (1973-83)

Ranganathan's contributions were considered as policy statements for the present and future. LISE programs were revised based on them. After Ranganathan, no personality could replace him to guide and command the profession.

4 PRESENT SCENE

More than 75 schools are offering post-graduate programs in the country. In addition to these, several other Schools / Associations are offering under-graduate or certificate level programs. These programs do not have common curricula. Some programs are still based on Review Committee Report (1965) and few programs have been revised to cater to the present needs. In this context, it may be relevant to quote the comment by Raju and Biswas (1981:17):

> "For the last few years we have been tempted to convene the same pattern of curricula which suffers basically from the gap between the content and the actual professional challenges one has to meet, between the techniques taught and the changing patterns of library and information services at new socio-economic and technological levels".

The above comment reflects on the present problems and there is an urgent need for revision of the curricula to meet the demands. A National Policy will contribute in updating the programs. It may be relevant to state that the UGC has appointed Curriculum Development Committee (CDC) to prepare curriculum for LISE programs. This committee has submitted its report, which is under scrutiny of the UGC for implementation.

5 POLICY PREPARATION AND IMPLEMENTATION

There is a need for an indepth study of the Review Committee Report (1965), recommendations made by PLIS and the policy documents prepared by professional associations for the preparation of LISE policy. The UGC should take the initiative and constitute a Committee and accord powers to it to prepare and monitor the program implementation. The Committee should consist of persons from LISE as well as related fields and representatives of professional associations. This committee should prepare the document and submit it to the UGC for approval and implementation.

6 RELEVANCE OF POLICY DOCUMENTS

Prior to preparation of policy document, it may be essential and relevant to analyse the existing policy documents and examine what has been stated about LISE. The contents of these documents are as follows:

6.1 India, Planning Commission Working Group (1984). Modernisation of Library Science and Informatics for the Seventh Five Year Plan .

Two aspects relating to library science education have been recommended in this document.

a) Inclusion of the following courses as compulsory / optional:

--Computers and their application in libraries;
--Information centres and systems;
--Information storage and retrieval;
--Data base : their management.

b) Urgent need for continuing education programmes for teachers.

6.2 ILA (1985). National Library and Information Policy.

Section 7.1 of the policy document deals with LISE and states:

"there is a need for adopting the latest technology, the manpower requirements in terms of training, research and development need to be matched and accordingly, present programs of education in library and information sciences calls for a periodic review".

6.3 India, Ministry of Human Resource Development, Committee on National Policy on Library and Information System (1986). National Policy on Library and Information System.

This report (1986:15-16) made several recommendations concerning to LISE. They are :

a) The library science course should maintain high standards and improve the quality. The courses should incorporate IT in its contents.

b) Need for accreditation agency to ensure the standard and quality of the training imparted.

c) Establishment of National Centre for further higher education and research.

d) Organising continuing education programs for professionals.

The above documents emphasized the revision of the existing programs to include new technology in the LISE curriculum. They also emphasised on organising continuing education programs for the teachers and for the accreditation of the courses.

6.4 All India Seminar on National Policy for Library and Information Science Education (Nagpur) (1983).

This seminar has given its views regarding various aspects of Policy. They are concerned with:

- Accreditation of courses;
- Avoidance of correspondence courses;
- Introduction of internship;
- Establishment of Indian Council of Library and Information Science (ICLIS);
- Establishment of National Institute for Library and Information Science (NILIC);
- Establishment of Clearing House;
- Consolidation of existing departments; and
- Not to establish new Departments of Library and Information Science.

The views cover over all aspects, except revision of courses which is vital. It has emphasised need for infrastructure and faculty requirements recommended by UGC Committee (1965) and the PLIS (1979).

6.5 UGC Panel on Library and Information Science (1979).

The PLIS at its meeting has dealt with several aspects of LISE and made the following recommendations:

- Only degree and post-graduate courses should be conducted by Universities;

-Change of the nomenclature of the department (inclusion of term Information) (Library science to Library and Information Science);

-No new course should be started without adequate facilities;

-Need for reviewing and redesigning of the courses;

-Faculty strength and their qualifications;

-Space requirement.

6.6 INFLIBNET (1988).

This report (1989) has stated the manpower needs for this mega project. This provides guidance to library schools for modification of their programs.

Unfortunately most of the norms / recommendations have not been fulfilled by majority of the institutions due to lack of sufficient resources. For example : the faculty should have at least one professor which is not fulfilled by many departments.

7 NEW POLICY DOCUMENT

Even though the impact of LISE on the manpower development is substantial, no policy has been prepared to suit the changing environment. The polciy has to be prepared taking into consideration several other related documents. It is also necessary to involve various groups of professionals and professional associations in the task. It is essential to prepare this policy in two parts as follows.

7.1 Broad guidelines:

This section should give a brief introduction on the present status of LISE in India. It should also state the need for revision and updating of the present programs so as to make them relevant to changing needs. This section should give the assessment of present and future needs. It should state how to involve professional groups in identifying changing requirements of the libraries from time to time which will in turn help in updating and revising the programs.

7.2 Requirements and standards

The second section should give the basic structure and requirements for the present programs. This is in terms of the number of courses, course contents, infrastracture, faculty, finance, etc. The specified requirements should be used as guidelines for the present programs. This part serves as if it is a standard for the programs.

These two sections have been already spelt out by UGC (Committee and Panel) in different documents. The UGC Review Committee Report (1965) provides almost every information in terms of staff, courses, course contents, etc. As already stated the UGC Panel (1979) had provided far reaching recommendations in a single meeting.

The Panel in its meeting held in May 1992 has made the following recommendations:

--Need for introduction of apprenticeship; and

--Scrutiny of Curriculum developed by UGC sub committee (CDC) for Library and Information Science courses.

Being a recommending body , the UGC is not monitoring the implementation of its own recommendations. Now there is a need for development of a mechanism to make the institutions implement UGC recommendations from time to time.

The policy document should be revised regularly to provide required changes. It should be given wide publicity to enable the institutions to know what is expected of them.

It may be worth quoting in this context the statement made by Library and Information Sciences Council (1980:28):

" for this profession as a whole, basic education is intended to develop the perception, the understanding and the ability to think and act which are essential to the launching of a professional career. It can not provide all the knowledge and skills essential to the fulfillment of that career. These must come to a large extent from continuing education and training and self development".

If the profession expects that the school should impart every thing to the trainee, it may not be possible.

8 CONCLUSION

1 The UGC should take initiative in preparing the LISE Policy. It should involve various groups of professionals and professional organisations in this vital task.

2 The existing policies, recommendations, suggestions, deliberations, etc. should be thoroughly examined to incorporate the relevant and useful items.

3 The policy should consist ot two parts:

-Guidelines for updating and revising the programs to cater to the changing needs of the libraries and information centres.

-Basic structure of the programs; requirements of staff, equipment, furniture, library etc.

4 It is essential to establish an accrediting agency to monitor the standards. This agency should be either an UGC appointed body or an independent agency. It should also check from time to time whether the institutions are implementing the policy or not.

5 The UGC should either draw upon recommendations of the accrediting agency or develop its own mechanism to examine and evaluate programmes with reference to standards and policy. On the basis of such an evaluation, funds should be allocated.

6 Cumulation of recommendations of various committees and results of several research studies should be made. These recommendations should be given wide publicity among the LIS schools in the country.

9 REFERENCES

Association of Indian Universities (1987). National Policy on University Libraries: Report and recommendations. In, Inamdar, NB and Ramaiah, LS, (Ed). University Libraries in India. New Delhi : Concept, p 328-54.

India, Advisory Committee for Libraries (1958) (Chairman : KP Sinha). Report. 2nd ed. Delhi : Manager Publications, 1960.

India, Planning Commission Working Group (1984). (Chairman: N. Seshagiri). Modernisation of Library Services and Informatics for the Seventh Five Year Plan, 1985-90 (mimeograph).

India, Ministry of Human Resource Development, Committee on National Policy on Library and Information System (1986). National policy on library and information system : A presentation. Delhi : Govt of India.

Indian Library Association (1985). National Library and Information policy In, Inamdar and Ramaiah, Opcit, p281-8.

Kaula, PN (1983). Library and Information Science Education in India : Survey, trend and policy. Libri, V21-22 (1982-84), p1-10.

Kumar, PSG (1983). All India seminar of National Policy for Library Science Education (Nagpur) (1983). Report. Libri, V21-22 (1982-84), p80-84.

Library and Information Services Council (UK) (1986). Professional education and training for library and information work. London : LA.

Raja Raja Rammohun Roy Library Foundation (1985) (Chairman : D.P.Chattopadhyaya). National Policy on Library and Information System : A draft policy. In, Inamdar and Ramaiah, Opcit, p272-80.

Raju, JS and Biswas, SC (1981). From Rhetoric to the reality. In, Mangla, PB, (Ed): Library and information science education in India. Delhi : Macmilan.

Seminar on National Policy on University Libraries (Hyderabad) (1986). Recommendations. In, Inamdar and Ramaiah, Opcit, p303-8.

UGC Review Committee (1965) (Chairman: SR Ranganathan). Library Science in Indian Universities. New Delhi : UGC.

FLA GENERAL CONFERENCE NEW DELHI 1992

Division: EDUCATION AND RESEARCH

Section/RT: Section: Education and Training
RT: Continuing Professional Education
Round Table (CPERT)

Joint Meeting with: N/A

ORKSHOP THEME (IF APPLICABLE):

12-RTCPE-1
E

THE MARKET IN THE GAP:
CONTINUING PROFESSIONAL EDUCATION IN THE SOUTH PACIFIC

by

John Evans

Department of Library and Information Studies

University of Papua New Guinea

Papua New Guinea

Keywords:

Continuing Professional Education

Continuing Education

Papua New Guinea--Continuing Education

Papua New Guinea--Continuing Professional Education

South Pacific--Continuing Education

or internal use only:

leeting No: 119

I: yes/~~no~~

stimated number of participants
the meeting:

THE MARKET IN THE GAP : CONTINUING EDUCATION IN THE FACE OF AN INADEQUATE PROFESSIONAL EDUCATION

- CONTRIBUTION TO THE IFLA CPERT SESSION

ABSTRACT

This paper outlines the development of library education and particularly the continuing education provisions in the Pacific Island states. Reference is made to supporting projects funded by the IDRC. The considerable problems of matching continuing education to the very low levels of initial qualification in place and the geographic problems are outlined. With reference to PROGEFIA in particular suggestions are made for more integrated approaches to programme preparation. Significant improvements in policy / planning of services is also indicated.

John Evans
Department of Library and Information Studies
University of Papua New Guinea

to 1968 and in Fiji to 1972. Both countries adopted a bottom up approach, and began at the certificate level.

While persons trained overseas at a postgraduate level are available these are concentrated in a few major libraries. Professional education in country (Evans, 1988a) has, of necessity, emerged by evolutionary stages, and many people are operating with low levels of qualifications. For example at the University of the South Pacific a sub-graduate Diploma programme - a very interesting one in distance mode - has only just been introduced and is now the highest level programme in available in librarianship at that University. (Simmons, 1987) In Papua New Guinea, a Bachelors degree programme has only become available since 1989 after extra-ordinary delay. (Evans, 1989) As higher level qualifications are introduced then those with the earlier qualifications are able to enrol in them resulting in a continuing upgrading of qualifications. This is still a feature of Papua New Guinea programmes and there is a possibility of moving from Certificate to Diploma to Degree for those gaining suitable work experience. The Papua New Guinea curriculum has been a very traditional librarianship one, and may not be the most suitable for conditions in the country- attempts to change it are being made.

1.2. Continuing professional education

Continuing education has been a part of the activities of the library school in Papua New Guinea since the late 70's. (Evans, 1988b). Since 1991 the International Development Research Centre has assisted this work(Evans, 1991b). Similar aid from IDRC has assisted the University of the South Pacific in its development of a continuing education programme within the 11 countries it serves.

In Papua New Guinea the programmes have developed on the basis of surveys, and on the basis of meetings of an Advisory Board. Opportunism has also been involved as visitors have been invited to share their expertise through involvement in the continuing education programme. Within the region there is now significant improvement in the coverage, both in terms of topics and geography, of the continuing education provisions.

However, there is a problem in defining the market for continuing education efforts. The title of this paper - which derives from a phrase used by Fr. Kevin Walcott - indicates the problem. In the 'developed countries, and in countries with a long established tradition of library education, such as India, the programmes of professional education are well established - if in a fashionable state of flux. It should, as a result, be possible to determine what is required to supplement the regular programmes - or to find topics that prove, through feed back from professional meetings and observations in the literature to be "hot" topics. This is seldom the case in developing countries in the South Pacific. Needs exist at all levels and in all areas, there seems to be little except the gap. What can be done then, with limited resources, to make the most impact?

BEST COPY AVAILABLE

In addition, there are significant problems of the long programmes in library and information studies (Vallejo) and they also feature in the South Pacific. Can we expect continuing professional education to make up for these deficiencies?

There is no doubt that the continuing education programme in the region is popular. It is a simple matter to get adequate numbers of participants, keen and eager to learn, to all such offerings. It is also simple to collect good evaluations of what is provided. Such is the isolation in the gap that people are pleased with whatever is done for them. However, unless correct conditions are met it is doubtful if most participants derive long term benefit from the programmes as they are now, at least within Papua New Guinea. A concrete output must be placed at the heart of all activities. The outputs must all be designed to contribute a gradual narrowing of the gap.

2. PROBLEMS OF CONTINUING EDUCATION PROGRAMMES

Most of the following derives from observations made in the developmental paper of the PROGEFIA programme. (Menou) Despite being related to agricultural information this overview provides thorough coverage of problems faced in all subject areas.

2.1. The course participants

Participants will have a variety of backgrounds and qualifications and both the process of their recommendation and selection for the course may have been unsatisfactory. The generally outdated nature of the participants' initial training results in a lack of basic background knowledge in the information sciences with which to relate the subject of training. Given the time available for any particular course it is not possible to compensate for this inadequate background. Advanced preparation for courses by participants is also frequently not undertaken. As a result I have never seen a short course which was not adjudged too short by participants. At present given the amount to be covered and the need for remedial work there is a tendency to lengthen the course; its coverage; and inevitably its cost. As a consequence difficulties of attendance and sponsorship increase.

2.2. Practical work and follow up

During the course there will almost certainly be not enough time for exercises - especially ones tailored to the needs of the participants. Some technological applications have a very long learning curve, and some of the concepts to be imparted may have no parallel in the cultural experience of the participants. The facilities provided and units visited during the course may not be close enough to the situation back home to arouse interest and a desire to emulate.

After the course, and when practical realities back home are being faced, there will be little opportunity for further consultation with course staff as to the practical application of the material presented and enthusiasm that may have been engendered will be dissipated. During a course practical specifics may give way to generalities. The net result may be a rather superficial coverage which whets the appetite but not strengthen actual performance.

2.3. The critical mass

Frequently only one individual from an organisation, or an entire country, attends a particular course and the effects of isolation rapidly set in on return. A critical mass of trained people working for the progressive improvement is not possible by this means. The isolated individual may find it difficult to put the new methods into practice, and the knowledge becomes obsolete, unpractised in the workplace.

A result of these common scenarios is for requests for a repeat of the same course, or for a slightly more advanced one within a short period of time.

2.4. Planning and schedules

Courses are offered by various agencies and there is little communication and less cooperation, resulting in redundancy, overlap, and a tendency to re-invent the wheel in course design. Planning for participation in the programmes available suffers as it is not certain that many courses can be provided on a regular basis. Courses available are not well publicised - usually they are heard about after they are over - adding to the difficulties of matching opportunities with the needs of specific projects.

2.5. Links to established awards

Generally no recognised diploma or certificate is earned as a result of attendance. Articulation with the established system of qualifications is limited . As such participants in a difficult position as regards rewards, position and status as a result of attending the course. Rewards are generally only given in most cases when a formal qualification is obtained. This does not motivate the returning students to apply their new knowledge.

2.6. Resources

Basic tools such as handbooks and manuals to support courses are seldom produced. The usual excuse for this is no time for this given the occasional nature of the short courses. Other resource issues concern the scarcity and

BEST COPY AVAILABLE

scattering (and lack of identification of) teachers. Trainers with experience of field operations, comprehensive vision and good linguistic and communication are in particularly short supply. High cost of operations also significantly limits what can be done.

2.7. Evaluation

Can it really been determined that there is a real benefit as a result of workshop activities? How well developed are the methods of evaluation.

Menou concludes that the present "system" can not meet existing needs and is equally incapable of coping with emerging ones. This conclusion can certainly be extended to cover the present situation in the South Pacific region. the participant's home country.

3. ATTEMPTS AT IMPROVEMENT IN PAPUA NEW GUINEA

3.1. Basic provision

Since there are complaints about performance of existing staff and a continuing growth of small units there is an obligation to provide training in the basics. Within the staff resources it is not possible make up special sessions for these. As a result we offer the Library Technicians Certificate in 7 stand alone blocks. These taken as a whole will result in the Certificate - taken individually they provide for a refresher course or allow for the enhancement of performance in a particular area of difficulty. This seems to be a satisfactory method providing a regular sequence of providing a regular sequence of basic courses without excessive resource implications.

3.2 Providing the critical mass

With the isolation that is experienced it is essential to have a sufficiently large group with a common background and with sufficient opportunity to interact and exchange view in order to ensure success. This we are attempting to do in the area of teacher-librarianship and records management by the provision of Certificate and Diploma programmes of an unusual structure.
At the high school level the teacher-librarianship programme, which began in 1990, has resulted in a group who have formed their own association, run their own workshop programmes and have started to approach the authorities on issues relating to the improvement of school libraries.

BEST COPY AVAILABLE

Another topic that has appeared almost adventitiously has been that of records management. Operation of a Certificate in this subject may be of importance of raising the standards and quality of what had become almost a forgotten activity in many organisations. The Certificate has also generated much in the way of workshop activity as a result.

3.3. New Certificate/ Diploma structure

The Department is currently using a Certificate
in Information Studies / Diploma in Information Studies structure which it is intended will meet very specific manpower requirements in the information field. They are intended for those currently in employment and with responsibilities in the field of activity of the qualification. The programmes switch on and off, over a period of five years or so, and when needs are met then the courses cease. If demand is still apparent remain as course units within the conventional programme structure. Each qualification has the nature of the specialisation indicated, two examples at present are the Certificate in Information Studies (Records Management) and Diploma in Information Studies (Teacher- Librarianship). Future examples might include programmes in provincial information services and information technology. The model followed was previously in wide use within the Faculty of Education at the University. (Smith, 1984)

Attendance is required over two 6 week summer school sessions and for two years of supervised practical work back at the work place (one year for Certificate). During the period back at work distance education materials and assignments are used. Wherever possible students are encouraged to participate and organise further meetings and workshops outlining what they have learned with supervision from the Department. This has a ripple effect and is productive of greater interest. At least one of the workshops in each field is pitched at a higher level in the employing organisations in order to ensure support from managers, an understanding of what their employees are about, and the benefits of improved information services.

3.4. Interactive back up

As a difficult problem is always the availability of well qualified teaching staff both of the above programmes are back-stopped by link arrangements with overseas universities with especial expertise in the subject field. In addition collaboration of important national organisations in the field (such as National Archives for the records-management course) means more staff are again involved in the teaching process. Expertise form overseas is particularly important in the realm of material and collaborative development of materials is a feature in one element of this programme.

BEST COPY AVAILABLE

3.5 New forms of delivery

Extensive improvements have been made and it is unwise to continue to rely on traditional face to face methods. Use of distance education methods has been commonplace at USP for many years for the education of librarians. Recently UPNG has been having an exchange of staff and materials from an Australian university that has very refreshing attitudes to the provision of courses especially for those in the workplace. (Dickson)

3.6. Scheduling

Given that the University has as many weeks of breaks as it does of work, regular scheduling of certain activities are possible either as parts of the regular programmes or during the breaks. Heavy use is made of the Lahara period - after the second semester - and linked to the CIS and DIS programmes.

3.7. Policy and planning support

It has been considered important to develop policy and planning documents towards the improvement of the library/ information infrastructure as these do not exist resulting in courses being provided in an absolute limbo. As a result of seminars conducted during 1991 in Papua New Guinea, however, policy and guidelines have reached a general degree of acceptance at both national (National Policy on Library and Information Services) and provincial (Provincial Information Guidelines) levels. Planning documents cover the public library and higher education library sector and this will be extended to the private sector/ government information and school library services during 1992.

Both national and provincial draft policy has a section on human resource development and this does provide at least some guidance as to potential development within the "gap".

The section on "Human resources for information services" in the draft national policy is as follows:-

"The successive development of the nation's library and information services will depend on the provision of an adequate number of staff with requisite knowledge and skills. This implies:-
-the staffing of library and information services to be in keeping with national norms and standards
-provision of library education and training facilities within Papua New Guinea
-rationalisation of training provisions to prevent drain on resources, plus attempts to forge links and to harmonise courses to international standards

BEST COPY AVAILABLE

-production of specifications of manpower needs within the information professions

-the availability of opportunities for continuing education within the country"

4. MORE GENERAL SOLUTIONS

From our experience it seems necessary to provide for the basics, for a critical mass effect in important fields, for work to be done towards improved policy and planning, and for programme structures and methods of delivery to be as innovative as possible consistent with the nature of the country. For the latter to take place it is necessary to blur the distinction between continuing education and the regular long courses - just as it is necessary to blur the distinction, if any exists, between education and training. There is a need to equate the training provided with definite outputs and improvements in some instances and to use the courses as an opportunity to bring about desirable change.

Generally, a more systematic scheme of provision is required if there is to be a logical development of personnel. This will involve attention to the difficult issues outlined above resulting in directed and continuous development and linking of courses; improved scheduling and joint activities and funding approaches; improved methods of follow up and evaluation. Work done in short courses should be credited towards recognised diplomas. For all this cooperation is essential with improved liaison, exchanges of information and sharing of experience and materials between the numerous organisations involved.

The issue is of such primary importance in the development f services and the profession and as such requires the urgent attention of professional bodies such as IFLA. The issue of continuing professional education could be an useful focus for action in developing countries where weak professional attitudes are detrimental to progress.

Initially, perhaps action could be taken by CPERT of IFLA to initiate national and regional approaches to the issue of building a coordinated system of professional education in an integrative fashion. This could follow on naturally from work they have already done towards an inventory of the state of art and the production of a handbook and from other discussions on the rationalisation and harmonisation of programmes. When the levels for discussion are set then attention can be paid to the identified issues with a view to developing a strategic plan - in instances in association with the IFLA Advancement of Librarianship Programme. Within the South Pacific the new regional organisations such as PIALA and the revived SCOPAL would certainly like to be involved. An interdisciplinary approach is also needed and an exchange of views with those concerned in the training of teachers, community development people, etc. would also result in important insights and prevent mistakes.

BEST COPY AVAILABLE

References

Dickson(1990) Ian Dickson, "Review of research into training and education of information professionals in Asia and Oceania." **FID/CAO/ET Newsletter**, 10, p. 3-10.

Evans (1988a) John Evans, "Library education in Papua New Guinea" **Libri**, 38(1), 51- 70.

Evans (1988b) John Evans, "Papua New Guinea: short courses in librarianship" **International Library Review**, 20, 435-449.

Evans (1989) John Evans, "Problems faced in enhancing library education programmes - a case study from Papua New Guinea." **Education and Training**, 6(3), 67- 77.

Evans (1991a) John Evans, "A pattern of libraries" **Library Association Record**, 99(3), 134-135.

Evans (1991b) John Evans, "Continuing education for library and information workers in Papua New Guinea" **Education for Librarianship : Australia**, 8, 13-19.

Menou (1990) Michel J. Menou and Thiendou Niang, "General programme for training in agricultural information" **Education for Information**, 8(1), 41-43. see also their **General Programme for Training in Agricultural Information - PROGEFIA - Document No. 1. Outline of Progefia.**

Simmons (1987) Donita V. Simmons, "Library training moves on: the USP Diploma in Library/Information Studies" **Fiji Library Association Journal**, 17, 27-39.

Smith (1984) Peter Smith, Mark Bray, Michael Crossley, "University outreach and in-service training : the Diploma in Educational Studies programmes at the University of Papua New Guinea." **Administration for Development**, 23, 13-24.

Vallejo (1990) Rosa Vallejo "The education and training of library and information personnel in the ASEAN region." in **Final report on the 7th ASTINFO seminar-workshop and consultative meeting.** Manila, 1990. pp. 113-127.

Yocklunn (1990) John Yocklunn, "Training librarians for developing countries : the case of Papua New Guinea" In G.E.Gorman (ed.) **The education and training of information professionals : comparative and international perspectives.** Metuchen, N.J.: Scarecrow.

BEST COPY AVAILABLE

FLA GENERAL CONFERENCE NEW DELHI 1992

13-RTCPE-2-E

Division: EDUCATION AND RESEARCH

Section/RT: Section: Education and Training
RT: Continuing Professional Education Round Table (CPERT)

Joint Meeting with: N/A

ORKSHOP THEME (IF APPLICABLE):

CONTINUING EDUCATION PROGRAMMES FOR TEACHERS IN LIBRARY AND INFORMATION SCIENCE AND ACADEMIC LIBRARY PROFESSIONALS IN SOUTH INDIA

by

A.A.N. Raju
Head, Department of Library and Information Science
Osmania University
Hyderabad 500 007
INDIA

Keywords:

Continuing Professional Education

Continuing Education

India--Continuing Professional Education

India--Continuing Education

or internal use only:

leeting No: 119

l: yes/~~no~~

stimated number of participants
the meeting:

CONTINUING EDUCATION PROGRAMMES FOR TEACHERS IN LIBRARY AND INFORMATION SCIENCE AND ACADEMIC LIBRARY PROFESSIONALS IN SOUTH INDIA

-- Professor A.A.N. Raju
Head, Department of Library
and Information Science
Osmania University
HYDERABAD 500 007
India

Abstract

States that National Policy on Education (NPE), Government of India recognised the need for improving the quality of education in the country. Refers to the University Grants Commission's (UGC, India) scheme for Orientation/Refresher courses and the establishment of Academic Staff Colleges (ASCs). Estimates the number of academic library professionals working in the catchment area of Academic Staff College, Osmania University (ASC-OU), and the number of refresher courses in Library and Information Science to be conducted to cover the entire population of professionals. Briefly highlights the five refresher courses conducted by ASC-OU and their usefulness and impact on the professionals of South India.

O INTRODUCTION

The National Policy on Education, 1986[1] (NPE), Government of India recognised the need for improving the quality of education and status of the teacher by providing opportunities for professional and career development. It is proposed to enhance the motivation of the teachers through systematic orientation/refresher courses in specific subjects, techniques and methodologies. For building up motivation among the teaching community, the NPE proposed the following steps.[2]

(a) to organise specially designated orientation programmes in teaching methodologies, educational psychology, pedagogy, etc. for all new lecturers.

(b) to organise refresher courses for serving teachers to cover every teacher atleast once in five years.

(c) to encourage teachers to participate in seminars, symposia, etc.

1 UGC SCHEME FOR ORIENTATION/REFRESHER COURSES FOR ACADEMIC STAFF

In consonance with its VII-Five Year Plan proposals and with a view to implement the NPE programme of action, the University Grants Commission (India) has formulated a scheme for the orientation of newly appointed college and university lecturers. The UGC also envisaged a scheme of Refresher Courses for all serving teachers in college and university departments.[3] The Refresher Courses will provide opportunities for serving teachers/librarians a forum to keep abreast of all the latest advances in the various subjects. With the introduction of orientation/refresher courses, the UGC fervently believes that the culture of learning and self improvement will become an integral part of the educational system.

2 ACADEMIC STAFF COLLEGE, OSMANIA UNIVERSITY (ASC-OU)

The UGC under its scheme called the Academic Staff Orientation Scheme (ASOS) has supported during the VII-Five Year Plan the establishment of a number of Academic Staff Colleges (ASCs) in different universities all over the country to plan, organise, implement, monitor and evaluate on regular basis orientation/refresher courses for newly appointed and serving teachers respectively. As a consequence of this scheme, the Academic Staff College at Osmania University came into being in the year 1987.[4]

3 CATCHMENT AREA FOR LIS COURSES

The UGC has identified the Academic Staff College, Osmania University (ASC-OU) as a nodal agency for conducting refresher courses in Library & Information Science for inservice lecturers in the University Departments of Library & Information Science/librarians in the lecturer's scale working in the University Library Schools, University Libraries, P.G. College and Degree College Libraries under the jurisdiction of the universities situated in the Southern and Eastern India. The scheme as envisaged by the UGC is intended to provide for a four weeks Refresher Course.

4 REFRESHER COURSES

For teachers/librarians with a fair length of service, the UGC has a scheme of Refresher Courses. These courses are aimed at improving the subject comprehension of the lecturers/librarians, having more than 8 years of service are eligible for these subject upgradation programmes. The accent is exclusively on updating the subject knowledge of the participants. The UGC stipulated that seniormost staff member of the Department in the subject concerned be nominated as Course Coordinator. The Course Coordinator is responsible for identifying thrust areas in the field (Library & Information Science) and draw the detailed syllabus. The Coordinator is also expected to prepare schedule of sessions, identifying resource persons, monitor the progress of the course academically. The author of this paper has been nominated as Course Coordinator for conducting Refresher Courses in Library & Information Science at Academic Staff College (ASC), Osmania University.

5 NUMBER OF UNIVERSITIES AND COLLEGES IN THE CATCHMENT AREA

The catchment area for conducting refresher courses in Library & Information Science cover entire Southern and Eastern, which comprise the Southern States, viz., Andhra Pradesh, Karnataka, Kerala, Tamilnadu and Andaman & Nicobar, Lakshadweep, Pondichery, and the Eastern States, viz., Arunachal Pradesh, Assam, Bihar, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Sikkim, Tripura and West Bengal.

In the catchment area there are 82 University level institutions which include deemed Universities, Professional

& Technical universities and Research Institutes offering education and research in their respective disciplines. There are 384 campus and constituent colleges (C & CC) and 2898 Affiliated Colleges (AC)[5].

6 NUMBER OF WORKING PROFESSIONALS

There is no authentic statistical source which can provide figures as to the number of professionals in the lecturer's scale working in these universities and colleges. The Library Directory compiled by ILA is not comprehensive to arrive at definite figures which are very essential for planning of professional advancement programmes like Refresher Courses. Therefore on the basis of certain assumptions, we have to proceed and arrive at certain tentative figures so as to plan the future courses. On an average we can take 3 professionals in the grade of lecturer working in each University Library and one professional in the said scale working in the campus, constituent and affiliated colleges in the catchment area. On the basis of these assumptions we can estimate that there may be 246 professionals in 82 university level institutions (82 X 3) and 3282 professionals one each at 3282 campus, constituent and affiliated colleges totalling 3528 (246 + 3282) professionals working in the catchment area.

7 PLANNING OF REFRESHER COURSES

The UGC in its guidelines[6] states that a staff college should conduct at/least 4 Refresher Courses of 4 weeks #

duration in a year with an intake of 40 participants. As per this stipulation, it requires at least 87 courses at an intake of 40 participants per course, to cover the estimated professionals of 3500 in the catchment area. If four courses are conducted annually it requires 22 years for the Academic Staff College to conduct the estimated 87 Refresher Courses. In order to minimise time-lag, the frequency of the courses would have to be accelerated so as to conduct at least six courses a year. If this so, it requires at least 15 years to cover the entire professional population stated in section 6. This is too long a period. Alternatively two more Academic Staff Colleges have to be recognised as nodal centres for conducting Refresher Courses for the professionals working in Southern and Eastern India in addition to the existing Academic Staff College at Osmania University.

The three Staff Colleges can conduct 6 courses each in a year, i.e., a total of 18 courses per year. In a year the three Staff Colleges can cover 720 professionals (40 X 16 = 730). It requires less than five years for the three Staff Colleges to cover the entire population of 3500 professionals working in Southern and Eastern India.

8 COURSE CONTENTS

Keeping in view the trends and developments in Academic Librarianship and LIS Education and the requirements of the professionals working in University and College Libraries and Teachers working in LIS schools, a course was designed to be conducted by the ASC-OU. Broadly the Course Contents are:

1. Academic Librarianship--Concept, aims & objectives
2. Policy perspectives
3. Issues in Management
4. Collection Development
5. Physical and Bibliographical Control
6. Academic Library Services
7. Resource Sharing and Networking
8. Library Building and Equipment
9. Library Automation, and
10. Visits to Libraries/Information Centres

9 COURSES CONDUCTED

So far the ASC-OU has conducted five Refresher Courses very successfully and provided an apportunity to two hundred practicing academic librarians. The feedback amply demonstrated the need for and usefulness of such Refresher Courses. The valuable suggestions received from the participants helped to redesign the course contents from time to time so as to make it more practical oriented, meaningful and useful. The path shown by the UGC (India) perhaps is worth emulating by the developing countries for launching professional advancement programmes in LIS for the benefit of Academic Librarians.

REFERENCES

1. National Policy on Education: Programme of Action. Government of India, Ministry of Human Resources Development. Department of Education, New Delhi, 1986.

2. Ibid. p.42.

3. Academic Staff Orientation Scheme. New Delhi, the UGC, 1987 (Mimeographed).

4. Ibid. p.4.

5. Universities Hand Book, 1989. New Delhi, Association of Indian Universities, 1989. p.x.

6. Academic Staff Orientation Scheme, op cit, p.6.

A GENERAL CONFERENCE NEW DELHI 1992

Division: EDUCATION AND RESEARCH

Section/RT: Section: Education and Training
RT: Continuing Professional Education Round Table (CPERT)

Joint Meeting with: N/A

ORKSHOP THEME (IF APPLICABLE):

14-RTCPE-3-E

CONTINUING PROFESSIONAL EDUCATION IN CHINA:
A DECADE RETROSPECTIVE

BY

Dong Xiaoying
Library and Information Science Department
Peking University
Beijing, CHINA

: internal use only:
eting No: 119
yes/no
imated number of participants
he meeting:

Keywords:
Continuing Professional Education
Continuing Education
China--Continuing Professional Education
China--Continuing Education

ABSTRACT

Continuing Professional Education in China: A Decade Retrospection

Dong Xiaoying

Library and Information Science Department,
Peking University,China

In China continuing professional education (CPE) in libarianship has developed repidly since 1980. In 1989, the proportion of personnel who have had formal or informal education or training was estimated to be between 30% and 50% of the total library population, by comparison with between 2% and 5% in 1980. The National Education Commission and the Library Bureau of the Culture Ministry have played the leading role in promoting and organizing adult education and different kinds of training. Reviewing ten years development, CPE in China was composed by multilevel and multiform which included correspondence courses offered by library schools, vocational schools provided by national or regional libraries, radio and television college, night school for adults, community colleges, secondary specialized schools and short-term workshops in various subjects. The diversified education and training were proved effective and successful in meeting the urgent need for personnel because of library growth and development during these ten years. The problems of overgrowth and overlap in some programs were due to lack of coodinated and vigorous national planning among different systems of libraries and no authoritative and centralized leadership in controlling the quantity and quality of learning institutions. The future trend of CPE in China will give priority consideration to regular in-service training to all levels of personnel based on their working categories and updationg the knowledge of middle rank librarians without MLS degrees, particularly in the areas of library management, reference service, material conservation, application of computers and modern technology.

Continuing Professional Education in China: A Decade Retrospective

Dong Xiaoying

Library and Information Science Department,
Peking University

1. The need and background for CPE development in 1980s.

In China, CPE in librarianship first appeared in 1955 while governmeent encouraged the development of science and technology. But it was suddenly stopped by the Cultural Revalution (1966-1976). Following the ebb and flow of social change, CPE was booming during 1980s because Chinese government carried out open-door to outside world policy and highlighted economic, scientific and educational progress.

Radical change of social environment and ambition of modernizing the oldest country of the world brought many new requirements and higher standards to the library management and services. In addition, quickly expanding of library buildings and service scope needed a large number of qualified and competent librarians. According to an estimate reported at national conference on education of library and information science in 1983, the number of academic libraries would be increased from 670 in 1982 to 990 in 1990, while public libraries would be grown from 1770 to 2440, which was confirmed by recent statistics. Concurrently, the most serious problem facing Chinese libraries was that more than 90 percent of practitioners in libraries never had any kind of formal or informal education and training in librarianship. It was surprisingly found that only 8 percent of chief librarians in academic libraries had academic credentials from library schools and that of general librarians it was estimated to be between 2 and 5 percent. The largest group of library personnel was at the age of 20-39 who had never had education and training in librarianship because they entered the profession during the Cultural Revelution.

In 1980, China State Council approved a document submitted by the National Education Commission (former Education Ministry) which formally issued the ranks of library professional titles. It was the first time in Chinese history that librarians were regarded as equal to those in other academic professions. The five ranks of professional titles were: clerk, library assistant, librarian, associate research librarian and research librarian. The individuals who apply to a higher rank must have relevant working experience in libraries, competent performance in the profession and educational background. The pressures from inside and outside make education and training of library practitioners a very critical and essential task.

2. Target groups and organization of CPE

As all levels of practitioners were waiting for opporitunities available to them, professional education and training had to occur in post-practice first and some post-graduate based on special requirements in China. The target groups which were given priority consideration were, (1) library practitioners without any formal or informal education and training, (2) library managers who had potential for development but without systematic training in modern management theory and skill. (3) special subjects without formal education and training in library science. (4) librarians with long working experience but without records of formal schooling.

The responsibility of providing CPE programs was shared by library schools, adult education institutions, national and regional libraries, the Library Bureau of Cultural Ministry, the Working Commission for Academic libraries and Association of Government, Academic Sinica and Military Libraries belonged to China Society of Library Science. The National Education Commission has been playing a very important role in promoting and directing the professional education and training. In 1980 the Commission issued an offical document to advocate the reform and development in adult education. One of its objectives was to provide more opporitunities of higher education to those without records of formal schooling. In libraries, the decision earned many supportors who appealed to gather all strength from society to develop adult and vocational education in librarianship. One factor should be considered when people evaluate the growth of adult education in this period. That is there were only two library schools-one at Peking University and one at Wuhan University with about 100 graduates annually before 1980. Although four new schools were established in 1982, the number of graduates with academic credentials couldn't meet the large requirement of personnel throughout the country. So adult education became a very important supplement to general higher education in China. With nearly a ten-year effort, more than 50 percent of library practitioners have accepted various kinds of adult education in librarianship by part-time study. Since the basic aim was reached, the National Education Commission issued another new document in 1989 determining to develop in-service training instead of some adult education programs.

Influenced by the decentralized management system among different types of libraries in China, CPE programs were organized separately within the system of public libraries, academic libraries and research libraries, sponsored by the Library Bureau of Cultural Ministry, the Working Commission for Academic Libraries and Association of Government, Academic Sinica and Military Libraries respectively. A section of library education and training was set in China Society of Library Science in 1982, but for various reasons it couldn't play a powerful role in coordination and cooperation of the CPE programs and teaching materials among different type of libraries.

3. Diversified education and training programs

Reviewing ten year's development, CPE programs were composed of multilevels and multiforms including corrspondence courses offered by library schools of universities, vocational schools provided by national and regional libraries, China Central Television and Radio Broadcasting University, night school for adults, community colleges, special training classes and short-term workshops in various subjects.

The Working Commission for Acacdemic Libraries, for instance, have given priority consideration of CPE programs in its medium-term planning. Since 1980, it has entrusted a dozen library schools to run a series of special training courses and workshops for chief librarians, subject specialists, reference librarians and librarians in acquisition divisions from academic libraries nationwide. The courses, usually running from several weeks to one year, were provided by faculties of library schools or senior librarians. The subjects were carefully selected according to the urgent need of library practice and long-term policy of development.

The courses for subject specialists, for example, were concentrated on the principles and methods of subject information retrieval from foreign access tools included their principles and method in order to help them to give bibliography instruction to university library users. In 1987, the Working Commission made out a regulation demanding that each academic library send at least one manager to accept special training in modern management for half a year. This regular program provided courses on modern management of academic libraries and its current trends, application of information technology and equipment, and many group discussions on common problems in current situations. The special training class or workshop often attracted many participants, those from minority regions were always given priority consideration. Some participants were asked by the organizer to make a survey in a local library and make suggestions on how to improve its service. The report could be regarded as a proof that students had really learned something new and useful. Most trainees were supported by the libraries both in tuition and released time because they were expected to make innovations in their future careers when the study was finished. Students usually get recognition or certification from the organizer or the Working Commission.

Correspondence courses offered by the library schools were a kind of formal education and training. In 1989, the number of library schools were up to fifty, eighteen of them offered diversified programs of adult education such as correspondence courses, night school, workshops etc. Library and Information Science Department of Peking University, for example, was the earliest and most well-known for its correspondence course in China. Many correspondence course spots were established in other cities where professional education were easily accessible to local practitioners. The department has provided syllabi, guidelines, textbooks and term test paper to each location. The faculties travelled around the spots to give face-to-face lessons to local students. The local libraries where the courses were offered, were in charge of organizing students self-directed learning and getting assistance from local teachers. The textbooks and guidelines for correspondence students were more con densed, specialized and practical comparing with these for undergraduates. There were two educational systems for correspondence students: first three years for medium-level diploma, and another three years for degree equal to a bachelors.

In 1985, China Central Television and Radio Broadcasting University, headed by the National Education Commission, began to offer the course in librarianship and enrolled students across the nation. Employees of libraries with at least two years working experience and aged below 45 were admitted if they passed a national examination. The students were required to take a three year part-time course by watching TV or listening to cassettes which were recorded by well-known teachers from library schools of Peking Univevsity and Wuhan Universitiy. The students must take 8-12 hours a week to watch or listen to the lectures and another 12-14 hours to do self-study. The syllabus contained basic and special courses with a series of textbooks. To such a large-scale education program, the management mainly depended on close cooperation between central university and its local branches located in each province, city and county libraries. In 1988, 10,000 students graduated with the diploma awarded by the university while 3000 recruits enrolled at the same time. It was the largest professional education program in 1980s.

The National Library of China and six regional libraries have created vocational schools for local librarians since 1982. It was a much smaller program lasting four years. The Natianal Library of China, for instance, enrolled only 50-70 students annually. Most lecturers were experienced librarians who compiled teaching material themselves rather than coping textbooks from library schools.

Adult education was an important chance for library practitioners to get recognition in their professional education. They had to get permission from the libraries and pay tuition fee for their study. Most libraries provided financial support according to student's study records. Syllabi for adult education generally contained basic course, required courses and optional subjects. Students must complete credits, pass each term test and submit a thesis before graduation.

4. Current problems and future trends.

The diversified education and training programs in librarianship have proved effective and successful in meeting the urgent need for personnel because of library growth and develpment during these ten years. Most trainees acquired the ability for lifelong learning and performed important roles in their working environments.

The problems of overgrowth and overlap in some programs were due to lack of coordinated and vigorous national planning among different systems of libraries and no authoritative and centralized leadership in controlling the quantity and quality of learning institutions, Lack of telecommunication facilities and audio visual equipment have made distance education very hard work. Teachers had to tour across the country to give correspondence lessons exhausted. Much time and money were spent on railways.

The National Education Commission started to reduce the number of adult education in 1990 and to impose a more strictly overall administration. Some institutions were closed because of shortage of students. In-service training, which closely related with improvement of library work, is becoming a dominant program of CPE in 1990s. After two years disscussion about the issue, the revised document will be published this year. Standards of working categories are being made by the Library Bureau. Personnel of all levels are asked to have regular in-service training based on their position in order to meet the working standard and to follow the progress of the profession. The Working Commission for Academic libraries has planned to provide more advanced CPE programs to subject specialists.

Some library schools are planning to prepare special courses for post-graduates who are in middle rank positions in libraries in the fields of library and information management, reference services, user studies and applications of computer and information technology. Following the continuing growth of economics and progress of modern technology in China, we believe that CPE programs will get more emphasis in professional development and reach a higher standard in 1990s.

Reference

1. Zhu Tianjun. "Thirty years of correspondence education in Librarianohip." *Library and information studies*. No.1.1986

2. Proceedings of personnels in-service training in public libraries, unpublished. Library Bureau of Culfural Ministry. 1988.

3. Proceedings of national conference on library and information science education, unpublished, China Society of Library Science 1983.

4. Xiao Dongfa. "Forty years of library and information science education in China", *Bulletin of the library science in China*. No 1, 1989

5. Xia Ziqian. "Development and reform of library and information science education," *Bulletin of the Library science in China*, No 1, 1983.

6. Wedgeworth, Robert.ed. ALA World Encyclopedia of Library and Information Services. ALA, 1980.

Page 1 missing

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: EDUCATION AND RESEARCH

Section/RT: LIBRARY THEORY AND RESEARCH

91-THEOR-1-E

Joint Meeting with:

ORKSHOP THEME (IF APPLICABLE):

Grounded Theory and Qualitative Methodology

Darlene E. Weingand
Professor and Assistant Director, School of Library and Information Studies
University of Wisconsin-Madison
Madison, Wisconsin, USA

or internal use only:

leeting No: 80

: yes/[✓ no]

stimated number of participants
the meeting:

that are being studied, quantitative techniques use statistics to predict how and why people behave as they do under certain [experimental and control] conditions. In library settings, these techniques can be very useful.[3]

Quantitative research tends to deal in large amounts of data which, through repeated sampling, can then be generalized to represent that total population. Data collection techniques involve rigorous standardization, utilizing such strategies as pre-tests to demonstrate validity and reliability. However, quantitative research is far from perfect, and displays both advantages and disadvantages.

The chief advantages of a controlled experiment lie in: 1) the isolation of the experimental variable and its impact over time; and 2) the possibility of replicating a given experiment several times, utilizing several different groups of subjects. The greatest weakness lies in artificiality; social processes observed to occur within a laboratory setting might not necessarily occur within more natural social settings.[4]

The process of counting and measuring is most effective when quite a bit is already known about the object(s) of analysis. However, if a certain phenomenon is observed and little information is available concerning why or how it happens, then meaningful lists of precoded answer alternatives cannot be constructed. In such a situation, qualitative methods can flesh out what is really happening.[5]

While the quantitative approach to research is highly valued and has produced meaningful and lasting results, we should acknowledge that all social research--and much that is designated as scientific research--has qualitative aspects and subjective elements. In the physical sciences, the choice of which factors to include and exclude in designing a controlled experiment is that of informed, but subjective, human judgment. In the life sciences, there is careful observation and measurement of vital signs, yet the objects of study are human beings--affected by the qualitative elements of individual psychological and emotional responses. In summary, therefore, if the objective is to measure how often something occurs and describe what is found in strictly controlled terms, then the quantitative method is appropriate. If, however, it is the "why" of the occurance that is to be examined, then qualitative research will give a more complete analysis.[6]

In terms of social research, the field of study is also concerned with human beings--but this time with behaviors and interactions, rather than physical attributes. It is qualitative methodology that has the capability of examining subjects within a full social context and, as a branch of research design, it has been markedly underrated. This neglected methodology has suffered under a yoke of low social and academic prestige but, unlike the artificial models developed in experimental research, it **relates empirically with the subject(s) under analysis**. Therefore, it can provide insights into the objects of study that are otherwise less likely to occur. In the pursuit of discovery, these insights are necessary to the development of a full three-dimensional model.

In libraries, qualitative studies can focus on viewing experiences from the perspective of those involved: librarians, users, and administrators. The researcher attempts to understand why those individuals, who are operating within a library setting, react as they do.[7] Descrptive data are gathered and analyzed in order to "see" the setting or activity from the participant(s)' point of view.

Strengths and Limitations

Qualitative methodology has had its greatest influence in formulating the position that recognizes the importance of two perspectives of human behavior: external and internal[8]. While quantitative research has the ability to address external behavior, it becomes silent when internal behavior is to be the object of analysis. The internal, or inner, perspective emphasizes the importance of mental and social processes in the context of participation in an activity. Therefore, the nature of such strategies as in-depth interviewing and group discussions as research strategies creates an optimum environment in which mental and social processes can be studied within a participative interaction between interviewee and interviewer or among group participants.

Yet, although in-depth interviews and group discussions are regarded by many as the baseline of qualitative methodology, application of specific techniques must be appropriate to the problem to be solved. Certain problems and clients will respond to one type of approach, while other problems and other clients may be better suited to another strategy. There is no one "correct" way to apply qualitative methods to problem-solving; the method selected must be appropriate to the problem under analysis.

In seeking solutions to problems, qualitative methodology allows the researcher to "get close to the data," thereby developing the analytical, conceptual, and categorical components of explanation from the data itself--rather than from the preconceived, rigidly structured, and highly quantified techniques that confine the empirical social world to operational pre-definitions and structure. Therefore, the empirical social world is examined by requiring the researcher to interpret that real world from the perspective of the subjects of investigation.[9] Research funds are invested in depth and detail, not in breadth. Heavier demands are made on researcher and respondent(s) in terms of time and effort.

This is a more holistic design and, in this endeavor, it may be appropriate to "borrow" research methodologies from other disciplines where the academic tradition has been the in-depth study of people--i.e., the ethnographic techniques of anthropology and the qualitative methods of sociology.[10] In so doing, "controlling" for variables is replaced by description of all the permutations that affect the situation.

The value of a series of qualitative approaches drawn from these disciplines is discussed by Evelyn Jacob in a review article; specifically, a typology of five approaches are presented as "qualitative research traditions":[11]

1. Ecological Psychology...by studying an individual's behaviors within a context, the interdependency between person and context is illuminated.
2. Holistic Ethnography...by studying an entire community through its beliefs and practices, its patterns and values are illuminated.
3. Ethnography of Communication...by studying patterns of face-to-face interactions and other scenes within institutions, the roles and outcomes of such exchanges are illuminated.
4. Cognitive Anthropology...by studying the principles by which cognitive schema are organized, the semantic organization of the world is illuminated.
5. Symbolic Interactionism...which assumes that the human actor interprets experience individually, constructing meanings and acts as social products, and reflecting the perspectives and processes of an emergent social life.

Such approaches to inquiry can lead to the creation of questions that will explore uncertainties and unknowns. David Carr asserts that, from his perspective, such research "will have the best chance of reflecting vividly the real world of a cultural institution and its users" and that "every inquirer must be charged to occupy the setting, feel it through sense and imagination, [and] envision it as an operating organism--not simply as an institution." In so doing, he has "found it possible to see the library...as a construction grounded in the minds and sensibilities of human beings; as an assemblage at once capturing and defining the spirit and need of its community; and even as a strangely contoured, vibrant, living work of human culture and (in the broadest sense) human art."[12]

Over time, this "qualitative knowledge of the communities, cultures and learners who use and sustain libraries" can be more important than quantifiable data because it is essential to know this kind of information first, in order to provide that contextual knowledge that can give quantities significance.[13]

Set against this rich tapestry, qualitative research can also be instrumental in illuminating social policy. In discussing the contribution of qualitative research to social policy, five categories of purpose, each relating to a different research question, can be identified:[14]

1. Contextual or descriptive research: What's going on here?
2. Diagnostic research: Why does it exist or happen?
3. Evaluation research: How well does it happen or exist?
4. Strategic research: What [if anything] should be done about it?
5. Contribution to research theory: generation of theoretical statements, at one level or another, about the social world.

In these five categories of purpose, instead of beginning with a hypothesis that must be proven either true or false, casting a broad net for data allows the theory to emerge over the process of data collection--grounding the developing theory in the data itself. Rather than formulating a hypothesis and going on to test it [the experimental design model], qualitative methods engage in theory construction during the process of the research effort. In the fifth category--contribution to research theory--one term commonly attributed to this mode is "grounded theory" and shall be discussed in more detail.

Grounded Theory As a Process of Discovery

As mentioned earlier, qualitative research can be utilized in conjunction with quantitative methods; in such a configuration, the qualitative process informs the experimental design. This arrangement satisfies those researchers who believe that only quantitative research yields rigorously verified hypotheses and results. However, this overemphasis on verification of theory has hampered the process of generating theory.

But there are other researchers who contend that qualitative research--quite apart from the role as prelude to quantifiable data collection and analysis--should be scrutinized for its usefulness in the discovery of substantive theory--the formulation of concepts and their interrelation into a set of hypotheses for a given substantive area, such as library operations.[15] When substantive theory-building is viewed from the perspective of "grounding" the hypotheses in qualitative data, it can be defined as "grounded theory"--the discovery of theory from data systematically obtained from social research. Because the theory formation is allowed to evolve, rather than being the initial driving force behind the research, a universe of possibility is opened to the researcher. The process allows for serendipity, for inclusion of the unexpected.

Substantive theory cannot be formulated by merely applying a formal theory. [Ignoring the need to discover substantive theory that is relevant to a given area is often the result of believing that formal theories can be directly applied to an area, and that these pre-established formal theories supply all the necessary concepts and hypotheses. This frequently results in a forcing of the data into pre-existing patterns and ignores relevant concepts and hypotheses that might have otherwise emerged.[16]

Rather, a substantive theory must formulated at the beginning of the research process in order to see which of a range of existing formal theories might be applicable in order to further develop and refine the substantive formulation. Allowing concepts and hypotheses to emerge on their own enables the researcher to ascertain which of the range of formal theories might be more inclusive of the substantive theories. This begins a process in which the substantive theory becomes a strategic link in the formulation and development of formal theory based on data--"grounded" formal theory in contrast to formal theory based on logical speculation.[17]

In terms of social research, what should theory be able to do? The following outcomes have been suggested:[18]

- To enable prediction and explanation of behavior
- To be useful in theoretical advance
- To be usable in practical applications
- To provide a perspective on behavior
- To guide and provide a style for research on particular areas of behavior

These outcomes imply that a structure must be created to handle data, to provide a framework for conceptual analysis, and, in so doing, allow categories and hypotheses to emerge. In such a process, the hypothesis is an end result, rather than a starting point. In fact, theories based on data [rather than theories proven correct/incorrect by data] are more likely to last, to be more basically sound. Data is not "forced" to fit; data is nurtured until the bud of theory begins to flower. Examples are not "discovered" to fit pre-conceptions; examples gently lead theory-building along. "Relevant" is never considered as a parameter; insight and serendipity often foster creative linkages previously never imagined.

The type of data collected is different than that utilized in empirical design. The perspectives of many different individuals are gathered, reported, and synthesized. Direct quotations are likely to be incorporated into the reporting process. Unlike quantitative research, where replication of the study is a goal in order to demonstrate validity and reliability, qualitative research is intended to be unique and grounded in the specific situation under analysis.

Therefore, although this type of research typically begins with a few facts in order to establish the environment and parameters of the research, data serve not as predicators but as illuminators of the process as it emerges. While data can be collected, little is generally known as to "why" such data exists. Various theories can be proposed, but no one really knows. Grounded theory will absorb all the bits of data and allow them to flow along together until, hopefully, they merge at long last into a final hypothesis. The themes that emerge and fuse into theory attempt to "describe the social world studied so vividly that the reader, like the researcher, can literally see and hear its people."[19]

Enhancing the Grounded Theory Process

Regardless of the area of interest and the exact techniques to be employed, there are aspects that can enhance the research structure that should be discussed: 1) the collection and analysis of data; 2) the maximization of substantive theory's credibility by using comparative groups in the research design; 3) the resercher's trust in believing in what s/he knows; 4) the researcher's conveying results to others through publication so that others may judge the theory; and 5) the relation of discovery of substantive theory to its further rigorous testing.[20]

Collection and Analysis of Data. The beginning of fieldwork may be anywhere along a continuum from fuzzy to defined, but connections are rapidly made between observation and hypothesizing. It is not unusual for multiple hypotheses to be pursued simultaneously, with evidence causing some to bubble to the surface while others sink quietly out of sight. In addition, it is common for the researcher to establish preliminary frameworks so that different hypotheses and pieces of evidence can be clustered and relationships determined. Concurrently, periods of data collection are typically interspersed with periods of reflection so that systematic analysis can move the research forward. This analytical thinking enables the researcher to engage in implicit coding and categorization and the analytic framework begins to firm up until it forms a systematic substantive theory. This back and forth activity reinforces the researcher's belief in her/his personal knowledge and the integrity of the research process.

Credibility Through Comparison Groups. Traditionally, fieldwork has been done primarily on a case study model, with groups being studied one at a time. However, it is possible to build the research design around comparison between multiple groups. One or a few groups can be used in the initial phase of investigation, with the logic of the emerging framework driving the selection of subsequent groups that will be compared one against the other(s). Such comparisons support the credibility of the final theory in two ways: 1) Replication is built into the research, relieving the ultimate readers of drawing points of similarity [or dissimilarity] between the attributes of a cited single group and their own research experience; and 2) The researcher, because of the multiple groups, can identify where a particular order of events is more or less likely to occur, where "soft spots" may require reformulation of a hypothesis.

In addition, the continual comparison among groups highlights areas of similarities and differences that are important for theory formation and the building of structural categories, with generalized relations among the categories flowing into hypothesis development.

Trust in Personal Knowledge. The researcher develops the framework throughout the process of collection and analysis of qualitative data and careful verification of hypotheses throughout the process. By living in the world of the research design, testing and verifying partial analyses along the way, the researcher formulates a final substantive theory. This theory is grounded in the process itself and in the data which nurtured it. Because of this proximity to the investigation, the researcher has developed a deep conviction concerning the credibility of the analysis--not just in the pieces of analysis, but also in the systematic ordering that has evolved.

Conveying Credibility Through Publication. In order to convey the credibility of the theory to the colleague/reader, that reader will need to understand the researcher's evolved framework; this is normally done through the writer's persuasive argument and use of language. The observed social world must be described so vividly that the reader can not only "see and hear its people" [as described earlier], but can also see and hear in the context of the theoretical framework. The use of quotations from interviews and/or fieldnotes, description, narrative, and accounts of personal experiences. Both analytic and sensitizing language are part of the writer's toolbox. If the reader can become sufficiently engaged in the written account so that a feeling of vicarious participation is present, the probability of subjective belief in the credibility of the research rises dramatically.

However, there is also an objective approach to the writing that the reader uses to "read between the lines" and assess the various components of the research design and how the researcher arrived at the conclusions. The reader, in order to "test" the theory in terms of congruence with his/her own world and experience, will make corrections and adjustments, ultimately discounting and/or validating various pieces of the research design. Therefore, the determination of credibility through publication is a joint responsibility between researcher-writer and reader.

Rigor and Additional Testing. The plausibility of qualitative analysis is often sufficient to satisfy most readers. Where further rigor is indicated, subsequent testing should be inherently consistent and compatible with the original research, plus more rigorous in design. Ideological bias in favor of one method must be resisted, particularly if that method is quantitative in nature. In fact, the qualitative analysis is frequently the "last stop" and is typically only modified because of the influence of new research and changing environmental conditions.

In summary, the continual intermeshing of data collection and analysis is key to bringing the research to a close. When the researcher is convinced that the conceptual framework forms a systematic theory, that it is a reasonably accurate statement of the matters studied, that it is presented in a form possible for others to use in studying a similar area, and that the results can be published with confidence, then the end of the research is near. While data can always be re-examined and re-configured, probably little of value is learned when the identified categories have been saturated and it is time for closure.[21]

Applying Grounded Theory

The practical application of grounded theory requires theory development that exhibits [at least] four properties:[22]

1. The theory must closely fit the substantive area in which it will be used. Therefore, it must

closely correspond to the data without reflecting the ideals and values of the researcher or popular views or myths. When the fit is not genuine, there may be a temptation to distort the data or force it into artificial configurations. A grounded theory that faithfully represents the realities of the substantive area also has been induced [not deduced] from a full range of data.

2. It must be readily understandable by laymen concerned with the area. If the fit is reasonable, it is likely that the theory will be understandable to those who work in the substantive area. This is an important consideration, since the readiness to apply theory to practice depends in large part upon this ability to understand.

3. It must be sufficiently general to be applicable to diverse daily situations within the area. In terms of conceptual level, the researcher must walk a fine line between being overly abstract, thereby losing the ability to create identification, while being sufficiently abstract to be able to generalize and adapt to changing conditions. This is more achieveable if the data in which the theory is grounded are diverse and represent a spectrum of possibilities. In addition, the theory must be seen as in a continual process of reformulation as it is applied--over time and within changing conditions.

4. It must allow the user partial control over the structure and process of daily situations as they change through time. The person or persons translating theory into practice must have enough control on a daily basis to make the application worth trying. The person(s) applying the theory must be able to understand and analyze ongoing situational realities, to produce and predict change in them, and to predict and control consequences. Therefore, the generalizability of the theory and basic understandability are crucial factors in engendering the environment of control.

Example in a Library Setting. In a study of library anxiety, twenty instructors assigned and collected search journals from students in their English composition classes over a two-year period. These diary-like entries described both the search process and how the students felt about that process. A final in-class essay addresssed four basic questions:

- What were your experiences using the library to find information for your research paper?
- How did you feel about the library and your ability to use it?
- Did these feelings change over the course of the semester?
- How do you feel about using the library now?[23]

Most of the students described feeling "lost" due to one or more of the following factors: size of the library, lack of knowledge about where things were located, how to begin, and what to do. Descriptions of their feelings led to the formulation of a grounded theory that "when confronted with the need to gather information in the library for their first research paper, many students become so anxious that they are unable to approach the problem logically or effectively."[24]

When the minimal four properties introduced above are held up as mirror to this example, the following conclusions can be inferred:

1. The theory has a good fit with the substantive area of students, the library, and subsequent interactions.
2. It is understandable by both librarians and students.
3. The concept of anxiety is general enough to be applicable to a wide range of students and situations.
4. The librarians have control of both the structure and process of situational remedies.

Ultimately, measures were taken to provide bibliographic instruction and closer contact with a librarian. Formulating a grounded theory of library anxiety and its underlying causes helped librarians and faculty to better understand the problems students were encountering--and to design remedies to address the problem.

Conclusion

The most effective grounded theory is developed by experienced researchers--but is usable by either researchers or practitioners. This property makes qualitative research particularly appealing as an effective bridge between theory and practice. If properly formulated through an iterative process of data collection and reflection/analysis--and constructed with the four properties of fit, understandability, generality and control firmly in place--then grounded theory and qualitative methodology have a premier place in the research arsenal. Equality--or the lack thereof--with quantitative measurement is not the issue; rather, appropriate application of flexible research methods is key to effective problem-solving.

Notes

1. Oxford American Dictionary (New York: Oxford University Press, 1980), 575.

2. Oxford American Dictionary, 183.

3. Constance A. Mellon, "Library Anxiety: A Grounded Theory and Its Development," College and Research Libraries (March 1986), 160.

4. Earl R. Babbie. The Practice of Social Research (Belmont, CA: Wadsworth Publishing Company, Inc., 1975), 254.

5. Margaret Slater, "Qualitative Research," in Margaret Slater, ed. Research Methods in Library and Information Studies (London: The Library Association, 1990), 109-110.

6. Margaret Slater, 107.

7. Constance A. Mellon, 160.

8. William J. Filstead, ed., *Qualitative Methodology: Firsthand Involvement with the Social World* (Chicago: Markham Publishing Company, 1970), 4.

9. Barney G. Glaser and Anselm L. Strauss., pp. 6-7.

10. Robert Bogdan and Steven J. Taylor, *Introduction to Qualitative Research Methods: A Phenomenological Approach to the Social Sciences* (New York: Wiley, 1975); James P. Spradley and David W. McCurdy, *The Cultural Experience: Ethnography in Complex Society* (Chicago: Science Research Assoc., 1972).

11. J. Evelyn Jacob, "Qualitative Research Traditions: A Review," *Review of Educaional Research,* 57:1(Spring 1987), 1-50.

12. David Carr, "Qualitative Meanng in Cultural Institutions," *Journal of Education for Library and Information Science,* 31:2(Fall 1990), 102.

13. David Carr, 102.

14. Jane Ritchie, "The Contribution of Qualitative Methods to Social Policy," *Survey Methods Newsletter* (Winter 1985-86), 9-10.

15. Barney G. Glaser and Anselm L. Strauss, "Discovery of Substantive Theory: A Basic Strategy Underlying Qualitative Research," in William J. Filstead, ed. *Qualitative Methodology: Firsthand Involvement with the Social World* (Chicago: Markham Publishing Company, 1970), 288.

16. Barney G. Glaser and Anselm L. Strauss, 288, 304.

17. Ibid.

18. Barney G. Glaser and Anselm L. Strauss, 3.

19. Barney G. Glaser and Anselm L. Strauss, *The Discovery of Grounded Theory: Strategies for Qualitative Research* (Chicago: Aldine, 1967), 228.

20. Barney G. Glaser and Anselm L. Strauss, "Discovery of Substantive Theory...", 289-300.

21. Barney G. Glaser and Anselm L. Strauss. *The Discovery of Grounded Theory: Strategies for Qualitative Research* , 224-225.

22. Barney G. Glaser and Anselm L. Strauss, *The Discovery of Grounded Theory: Strategies for Qualitative Research,* 237-250.

23. Constance A. Mellon, 161-162. +162-164

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: EDUCATION AND RESEARCH

Section/RT: LIBRARY THEORY AND RESEARCH

Joint Meeting with:

134-THEOR-2-E

WORKSHOP THEME (IF APPLICABLE):

RESEARCH IN THE OUTSKIRTS OF SCIENCE: THE CASE OF MEXICO

by

JESUS LAU (Ph.D.)
Senior Researcher
Instituto Tecnológico de Durango

Amapola 408
Jardines de Dgo.
34200 Durango, Dgo.
México

For internal use only:

Meeting No: 80

SI: yes/[✓ no]

Estimated number of participants
in the meeting:

Fax 52(181)84116
Tel 52(181)73872

ABSTRACT

Research is an essential activity to achieve progress in science, and science's development is necessary to innovate industrial goods. However, science is mainly developed in nations of the Northern Hemisphere, where knowledge and economic wealth are accumulated.

Countries with the so-called developing economies perform some research activities, but their work is done in those research areas that require less economic investment and are in the outskirts of science.

Mexico, as a developing economy, is not an exception. It's research falls in the periphery of world science. This nation's economy ranks as the 14th in the world. Such progress was achieved by importing technology from abroad, therefore building up an economy with borrowed knowledge.

This paper discusses Mexico's efforts to improve research activities, and limitations on the country in reaching better ranking in research output. The role of Library and information research is also discussed briefly in relation to it's role in providing services to other disciplines' research.

1. INTRODUCTION

Mexico is regarded by bibliometric studies as being in the periphery of science [2, 3]. This low-ranking position in the world of science contrasts with the socio-economic development of the country, which despite not being a developed economy, is one of the most advanced among developing nations. This contrasting Mexican development and some problems that inhibit research are discussed in this paper. Governmental increased expenditures and efforts to improve research are also analyzed. Furthermore, discussion focuses on science and technology (S&T), and the role of library and information science research to identify researchers's information needs.

2. PRODUCTIVITY AND TECHNOLOGICAL CHANGE

Economic growth, productivity increases and increases in living standards are closely related to technological change [1]. Technology, on the other hand, as a product of science which generates new knowledge, is the creative application such knowledge, i.e. the physical embodiment or the physical building of blocks of products [8], and know-how on materials, energy and information transformation, i.e. the knowledge-base itself [5].

Any economy requires technology to develop it's industrial economy. However, not every economy needs to do research to have technology, as is the case of developing countries, like Mexico (See table 1). Mexico's economy has become number 14 in the world in terms of Gross National Product, but this achievement has been made with imported technology. Mexico's industrial base has been developed with foreign-produced knowledge in the form of patents, books, periodicals, know-how and technology transfer by big corporations. Such imports have been crucial in Mexico's economic achievements.

However, Mexico recognizes that it needs a knowledge base to be able to anticipate, choose, and manage technological change, in order to ensure constant socio-economic development and have a healthy growth.

Table 1

LESS RESEARCH IS NEEDED IN EARLY ECONOMIC DEVELOPMENT
Most third world countries perform little research
Import books and journals
Education is based on foreign knowledge
Technology is imported
Large corporations are source technology

3. GOVERNMENT INCREASED RESEARCH BUDGET

The Mexican government has recognized that if the country is to sustain its growth, it has to create its own research base to adapt and create new technologies of national concern.

Mexico, as a result, has taken several measures to improve education and research in the last two decades. These efforts have been mainly devoted to S&T research, even though the number of students in scientific and applied disciplines is smaller than those enrolled in social sciences and the humanities [9]. These disciplines were the only ones to have a coordinating and funding government body up to two years ago. This organization, the National Council for Science and Technology (CONACYT), was funded in 1972. Universities have followed this trend by supporting more science and technology, like the National University of Mexico (UNAM), which has more researchers in science and technology than in any other field [11].

Training of students in S&T abroad has been a priority. CONACYT gave grants to more than 5,000 graduate students per annum to study abroad during Mexico's oil boom. Nowadays, the number of grants to study abroad are much less, but nonetheless they are almost for graduate studies in science and technology. A more recent measure to improve research in all fields has been the creation of the National System of Researchers (SNI) in 1984. This government financed body provides salary grants to most researchers, if they comply with a minimum criteria. Researchers can request salary grants if they qualify in terms of research productivity, such as number of publications. Grants vary from $300 to $1,000 American dollars per month. There were 5,382 researchers who qualified for grants in 1991 [10]. There is no limit in the number of researchers who can receive these grants. So there could be more if there were suitable candidates.

A similar program was created in 1990 to reward the academic performance of lecturers. They can receive a complement to their salaries if they prove to be in the forefront of teaching activities. Activities which they are required to perform, besides teaching, are research and publications (See table 2).

Table 2

GOVERNMENT SUPPORT TO RESEARCH
Grants for all qualified researchers
Grants to lecturers
Special support to top postgraduate programs
Gives research grants for science and technology

Moreover, teaching and research have to now undergo an annual evaluation in postgraduate schools. CONACYT established an evaluation criteria last year for all programs in science and technology (S&T). Here, one factor, among others taken into account is the amount and quality of research. This government evaluation of S&T academic programs will certainly increase the quality of teaching, because professors will require a Ph.D. degree to teach at master programs, and have to do research. As a reward universities and polytechnics which meet this criteria are entitled to received greater extra funding, and students are eligible to get grants.

4. RESEARCH IN THE OUTSKIRTS OF SCIENCE

As stated before, despite Mexico's increased efforts to improve national research performance, the country ranks poorly in research output, if compared to developed nations [2,3]. Research done in México is still on the periphery of science. So far, this country has never received a science Nobel prize. If the number of papers published by Mexicans in core journals is analyzed, there can also be the conclusion that research activity is low compared to other countries [7].

Table 3

RESEARCH LIBRARIES
Low number of periodicals
Best ones concentrated in México City
Library networking is limited
Limited budgets

The limited research output is due to several factors. One of them is that financial support and government policies do not cater to some of the basic factors which are required by researchers. Mexican researchers still do their job with limited resources. At most research centers libraries have poor and outdated stocks (See table 3). Also researchers seldom have financial support to attend national meetings, not to mention international conferences. Moreover, researchers often have personal limitations which affect their job, such as poor command of English.

Table 4

RESEARCH IN THE OUTSKIRTS OF SCIENCE
Lack of up-to-date equipment
Difficult access to latest science developments
Limited support to attend national meetings
Researchers seldom attend international meetings
English language is a barrier to literature and publishing

5. LACK OF RESEARCH CULTURE

However, Mexico's major problem is the lack of a research culture. Despite its developing economy, it has the resources to devote to research activities, but they are not used efficiently due to a misconception of research.

Most higher education authorities ignore the importance of research, how it is performed, and what is its purpose. Out of 386 universities and polytechnics, only 65 have researchers with the SNI recognition. Among them, 43 have less than ten SNI recognitions, 7 institutions have less than 20, four less than 40, and eleven have more than 40. However, UNAM has 1,504 SNI researchers, followed by the National Polytechnic with 257, and the University of Puebla with 91 [10].

The rest of higher education institutions (321) fail to have any researchers recognized by SNI. Several of these universities have more than 20,000 students. This failure to qualify for a SNI grant is due to the fact that lecturers seldom do research as part of their teaching job, because SNI conditions to award grants are based on minimum standards.

Research, in a few words, is not a priority at universities. Most institutions focus their attention on teaching and seldom combine academic activities with research. Teaching methods of the conductive type are still popular. Students are taught by memorizing texts and seldom by using methods of scientific inquiry (See table 5).

Table 5

LACK OF RESEARCH CULTURE
Lecturers seldom do research
Research is not part of teaching activities
Education fails to provide research skills
Learning is based on memorization of texts
Education is not research oriented
University managers ignore meaning of research

Another problem, related to research, is that Mexican higher education is not exposed to foreign developments. It does not have students and professors from abroad, except a few in some of the larger institutions. On top of that, universities and polytechnics have academic personnel who, in most cases, have never visited a similar organization from abroad. This is a major limitation because most people at universities are inward looking, and ignore the importance of research.

A similar problem is faced by universities in relation to industry. Higher education evolves isolated from the research needs of industry. Moreover, industry in Mexico seldom relies on local research to overcome its problems or to support their product development programs. Large corporations, which acknowledge more value to research, have their headquarters abroad, usually in a developed nation, where they commission their research work to conational universities, or have their own research facilities.

6. RESEARCH IS HIGHLY CENTRALIZED

Besides Mexico's lack of research culture then is its geographical unbalance. Most research activity is heavily concentrated in the capital, where nearly 20% of the total population lives, but more than 60% of research is carried out there. It would be desirable for the country to have research facilities at universities from outside Mexico City. It is obvious that universities and polytechnics need to do research related at least to local problems. If professors were to do research, they would also improve their teaching, since any lecturer could teach better knowledge. So far, a student studying outside Mexico City has a minimal chance of having a researcher as his/her teacher.

Health sciences are an example of research centralization. Licea and Cronin [6] identified in the four major online databases of the health sciences 1,302 papers produced by Mexican educational institution between 1982-1986. Almost 75% of these papers were from Mexico City.

The overwhelming centralization of research at Mexico City's universities is due, perhaps, to these universities receiving greater government funding. The National Council of Science and Technology recognizes that 62% of its budget was allocated to these institutions during this year [4]. The National System of Researchers (SNI) awarded as well nearly 75% of its grants to researchers who work at institutions from Mexico City.

7. LIBRARY AND INFORMATION SCIENCE RESEARCH

The problems of Mexican research discussed, so far, are applicable to most disciplines. Library and information science (LIS) research presents similar characteristics. Research activity is greatly concentrated in Mexico City. There are five centers which carry research in library and information science related fields, and all of them are located in Mexico City.

Research endeavors are traditional topics of librarianship, i.e. cataloguing, bibliography, etc. Topics related to new information technologies and information retrieval are not yet part of research in library and information science. An analysis of publications of recent years reflects that only 5% of the titles are about new technologies.

Library and information science in Mexico has, on the other hand, its own characteristics. There are only two journals in the field, for a country that has more than 5,000 libraries. Also Mexico does not yet have a Ph.D. program in this subject, which limits research output and the training of researchers. The country has less than 10 people with a doctorate in LIS. There are five library schools and none of them carry out research, due to few full-time lecturers. Research is done outside library schools, because none of the five existing research centers is part of a school (See table 6).

Table 6

INFORMATION AND LIBRARY RESEARCH
Topics of research are rather traditional
There are only 2 journals in librarianship
Less than 10 professional with Ph.D.'s
Schools do not do research
There are 5 research centers

As a consequence, LIS is a field with very few researchers who have received SNI grants. There were only eight in 1991 out of 5,382 researchers. The number is rather small compared with fields such as agronomy, biology physics and medicine (See table 7).

Table 7

SNI RESEARCHERS IN LIS	
Agronomy	902
Biology	799
Physics	466
Medicine	352
Chemistry	248
LIS-Library and Info.	8

The Information needs of researchers have seldom been investigated. Services offered to the research community are based on foreign principles, which in most cases may be suitable, but local researchers have their particular needs according to local geography and social attitudes. Library science research is needed to adapt or create new services to the Mexican community of researchers, who differ, like most humans, from one part of the country to another. Research conducted on this subject is scarce. Work done until now is by first degree students as part of their dissertation, but more in depth research has not been carried out. On going studies are basically on bibliometric studies.

8. CONCLUSIONS

Applied research is carried out on the outskirts of science in Mexico. Reasons for Mexico to do just secondary research are many: limited trained manpower, few well-stocked libraries, limited economic resources, and above all, lack of a research culture. So far:

1. Lecturers/professors at universities teach knowledge created by others, but seldom understand how it is created, because few of them take part in the process of knowledge generation.

2. The Mexican government has devoted increased funds to research as a whole. However, such investments have been isolated from each other. The country needs to take several measures in the short run if it wants to take advantage of research investments. One of them is to spend more money on libraries, and on library research, so that new techniques are developed to meet the particular needs of the Mexican researcher.

3. Among the several factors which force Mexico to be in the periphery of world research, are human attitudes toward research. Any financial effort done by the government will be of limited effect if the society lacks a research culture. Therefore, Mexico has to develop a policy to create a research culture in society, especially in the educational sector, where new professionals and future education managers are graduating.

4. Libraries as a whole can play an important role in creating a research culture, because they are involved in reading, an ability which any potential researcher must develop.

5. Mexico will reach a greater socio-economic development in the near future at the present pace, at least by inertia, but it will be difficult to speed such growth, if it fails to innovate and create new goods. Global competition requires original ideas, that can be transformed into new goods. Therefore, research has to become an engine of novel ideas, and be a part of day to day activities in the educational sector. If Mexico creates a research culture, and identifies what are the information needs of the researcher, it will be able to use resources devoted to this activity more efficiently and therefore compete better in world markets.

9. REFERENCES

[1] Bhalla, A. S. and Fluitman, A. G. "Science and technology indicators and socio-economic development". **World Development**, Vol. 13, No. 2, 1985. 177-190.

[2] Blickenstaff, J. and Moravcsik, M. J. "Scientific output in the Third World". **Scientometrics**, Vol. 4, No. 2, 1982. 135-169.

[3] Cole, S. and Meyer, G. S. "Little science, big science revisited". **Scientometrics**, Vol. 7, Nos. 3-6, 1985. 443-458.

[4] "El DF recibe 64% de los recursos para investigación". **El informador** (periódico), 23 de julio de 1992. 17-A.

[5] Hugunin, P. A. "Science and technology information and corporate planning processes: a synthesis". **Technology in Society**, Vol. 14, No. 2, 1992. 245-270.

[6] Licea de Arenas, J. and Cronin, B. **Journal of information science**. Vol. , No. , 1989.

[6] Orozco Tenorio, J. "Publicaciones periódicas mexicanas con registro internacional". **Ciencia y Desarrollo**, Vol. , No., 1989(?). 64-66.

[7] Rappa, M. A. **Monitoring progress in R&D communities**. Cambridge, MA: MIT Working papers: WPs:3168-90-BPS, June 1990.

[8] SEP. **Anuario Estadístico: licenciatura and universidades e institutos tecnológicos, 1991**. México: ANUIES, 1991.

[9] SEP, SNI and Academia de la Investigación Científica, A. C. **Sistema Nacional de Investigadores, directorio 1990**. México: SEP, SNI, AICAC; 1991.

[10] UNAM. **Estadísticas básicas**. México: UNAM, 1992.

151-Theor-3-E
10

M. No 8.

Society's Library: Leading to the Realization of "The Five Laws"

--In Memory of Dr.S.R.Ranganathan

Li Minghua
Deputy Director
Hangzhou Library, China

Abstract

Ranganathan's book, The Laws of Library Science, published in 1931, he brought to light some important principles, which met with general acceptance by librarians in every countries.

He demonstrated the elementary criterions of modern library: books are for use, libraries exist for readers, readers are the starting point and end-result of all the work of modern library. What is "the spirit" of modern library? We find that it is "reader's library".

The cores of "The Five Laws" are the second one--"Every reader his books", and the fourth one--"Save the time of reader". However, a single library can't meet these laws. The solution to this problem is to go away from the tradition and reach the higher formation and structure, work together and cooperate with each other, and follow the way of UAP to set up the modernized and socialized documentary information service system. New information technologies and long-distance communication are being perfected and popularized, which have a great impact upon the reader's library and make it develop into "society's library", as a result, Ranganathan's laws will finally become reality.

The so-called "Society's library" is a modernized, socialized documentary information service system, which is geared to the needs of the whole society, and is a component part of social information communication system, social education system and social science capability. "Society's library" has all advantages of Ranganathan's "The Five Laws", and these advantages are entirely perfected by modernized equipments. It will be more closely connected with social development. And it is even growing into a international undertaking. By means of the library new technologies, the reader can get better services. He can not only use a library's collections, and get a reference librarian's help, but also can obtain the service and help of the entire library network, and enjoy the all cultural products accumulated in human society. This couldn't have been achieved before. Social progress raises this claim: reduce the unequalities that still exist in our society and provide everyone with equal chance of getting library service. The ideal of Ranganathan will come ture in the contemporary society's library.

Sociaty's library==Library socializaiton + Automation + Network connection + Integration + International cooporation. Society's library is to realize the social possossion,enjoyment and development of library resources.

"The Five Laws" are the great ambition, hope and faith of a librarian: "Every Reader His Books", "Books Are for All". Ranganathan hoped to see the Second Law planted new libraries and brought about the culture of new species of libraries. The realization of Ranganathan's ambition requires four conditions: the need of the society and the reader, a change of the concept of librarian and a change of the aims and methods in its management and service, the guarantee of the source of the collection and equipment of library, and the national and international cooperations between libraries. These four conditions are complementary to each other and all are essential and necessary with all the four, it is a new type of library culture named "society's library".

Since the middle of this century, especially, in the past 20 years, the

socialization, automation, network conncetion, integration and international cooperation have interacted each other and exerted a great influence. This has brought about the four conditions for the realization of Ranganathan's ambition.

It's necessary for developing countries to enlarge international cooperation and try their best to share resources. UNESCO's PIG, and IFLA's UBC and UAP promote international cooperation in the field of library. Now all the countries have done their best to realize Ranganathan's ideal.

Peace and develpment are two major issues the whole world is facing now. In the circle of library, there are already much international connections, of course, has become an important channel of friendship between different countries.

The spirit of Dr.S.R.Ranganathan, a great librarian, will encourage world librarians to exploit and make perfect the new library culture.

Society's Library: Leading to the Realization of "The Five Laws"

--In Memory of Dr.S.R.Ranganathan

Li Minghua
Deputy Director
Hangzhou Library, China

S.R.Ranganathan, father of Indian library science, was a great man in the field of library science in the world. Chinese librairans also deeply esteem the outstanding library scientist, who was born in India, a country with an ancient civilization. On his 100th birthday, we think of him with a feeling of great reverence.

"Reader's Library" at a New Developing Stage

Ranganathan's book, The Laws of Library Science, published in 1931, were attached importance by librarians all over the world. In the preface of the Chinese edition, Professor Zhang Shuhua of Peking University said, "This book occupies an important place in the history of librarianship and the history of thought of library science, it can even be considered an important milestone."[1]

"Books are for use", "Every reader his books", "Every book its reader", "Save the time of reader", "A library is a growing organism", Ranganathan brought to light these important principles, which met with general acceptance by librarians in every countries. Ranganathan said, "The first four laws deal with the functions of a library, ..., indicate the spirit that should characterise the management and administration of libraries."[2] What is "the spirit" of library? We find that it is "reader's library".

Ranganathan demonstrated the elementary criterions of modern library: books are for use, libraries exist for readers, readers are the starting point and end-result of all the work of modern library. Selection of books, classification, cataloguing, collection, circulation, reading, open-sheft, reference service, and library's building, fittings and management, everything of library work reflects the highest measure of making things convinient for readers and satisfying readers' needs. "Readers first", "Everything for readers", "A bridge between readers and books", are loud declarations and distinct signs of modern library.

Ranganathan wrote in his book, "What further stages of evolution are in store for this GROWING ORGANISM-the library-we cannot anticipate fully. Who knows that a day may not come when the dissemination of knowledge, which is the vital function of libraries, will be realised even by means other than those of the printed book?"[3] The problems he pointed out are both philosophical and practical. His view of development goes beyond library scientists before him. At his 100th anniversary, we can say that practice has answered that the function of disseminating knowlege and information has been performed by more and more new media and printed forms togher with the development of non-printed documents. It is this new development in the past few decades that leads to the great change in the world of library.

Library is the outcome of social civilization. Progress of social civilization, especially the development of information technology, is the motive force for library's development. People first used many kinds of primitive materials to record information and knowlege after the invention of witten language. The increase of ancient documents demanded special places to

BEST COPY AVAILABLE

store the document. As a result, ancient library came into being. In those days, books were very rare and precious, people even used iron chains to fasten books on the shelves. The invention of paper made books and ancient libraries grow in number, but the ancient libraries were "private libraries" only for very few people.

Mechnical printing made it possible to produce books in large quantities. Books were no longer precious and became cheap, so people can set up libraries easily. They were no longer "luxuries" only belonging to few persons, but became cultural temples for thousands upon thousands of people, where they could enter and read books and magazines freely. They have large numbers of readers, and readers become the master of libraries. So ancient library has been changed into modern library. Modern library's activities, collections, technologies, management, fittings and improvement are for readers. We call it as "reader's library" the library founded by readers since B.Franklin set up "The Subscription Library" and those "Reader's home" set up for readers, which is worthy of the name "Reader's Library".

When the people's menual work as well as information and knewledge produced by it increase quickly and the storages of books and documents rapidly accelerate, how to record, store and dessiminate the unprecedented quantity of information becomes a serious problem from human society. People invented computers and high-density storage technology to record, store and dessiminate information quickly. The important breakthrough of information technology satisfies society's growing needs. Library is outside memory of people's brain from ancient times to the present. As the information storage organization, its use of the newest information technology is natural. More and more computers are used in library, and this requires library to change the original structure.

Kinds of advantages brought about by the revolution of information technology make the dream of Ranganathan come true, and only when libraries are equipped with computers and connected with networks, and the libraries grow to modernized system, Ranganathan's laws can finally become reality.

The core of "The Five Laws" is the second one--"Every reader his books". However, the total amount of knowledge is increasing by geometric progression, and books and journals are sharply growing in quantity, and price has been redoubled during the recent several decades, so no library can afford all books that readers need, and library's collection can't be allowed to develop without any limit, this means that a single library can't meet the second law. The old model that libraries are scattered, incooperated, and each does on its own way can't satisfies the second law. As the mental wealth, the sociality, and openness of knowledge are contrary to the half-closeness and limitation of the organization of storing knowledge. The solution to this problem is to go away from the tradition and reach the higher formation and structure, work together and cooperate with each other, and follow the way of UAP to set up the modernized and socialized documentary information service system. And every library is a element of the social structure. Readers can obtain books and information from a particular library, but also from any other libraries, even from foreign libraries by on-line searching and library coopration. It will be the time that "Every Reader his books" can come true.

"The Five laws" has another very important law--"Save the time of reader", the fourth one. Ranganathan said,"This law makes its approach from the side of the readers as was the case with the Second Law. Perhaps it may even be said that the interest of the Fourth Law almost completely centres round the readers."[4] He advocated the open-shelf system, which can improve the circulation methods, and shorten the time of borrowing and returning books, he also suggests compiling the cross-references of bibliography and indexes of journal's papers, developing the reference service, and saving the time of staff members. All of these are correct. However, it is difficult to realize "Save the time of reader" only by one library in a world of information explosion. "Time is money" has become a general creed. The needs of more and more readers are more particular and greater. They don't simply borrow a book or journal, but for a knowledge unit, a data or information. A librarian often can't quickly find what readers need by expanding open-stack and using bibliographic indexes collected or compiled by the library. Moreover, what readers need is often not in the limited collection of a library, so readers may spend a lot of time and finally get nothing. In reality, " Save the time of reader" is often very difficult to be achieved. Rhythm of social life goes up, and readers demand to obtain information quickly, but library's operation is often delayed and incomplete. The solution is to use computers and on-line searching to seek from kinds of database, which can find what the reader's needs in several minutes. This also means relying on socialized and networked document information service scheme to help the reader to get the latest and the most complete information in a country or even in the world. This can reartly save every reader's time.

What Is "Society's Library"?

Information technologies such as computer, optical disc, microfilm and long-distance communication, information retrieval are being perfected and popularized. This has a great impact upon the reader's library, which changes library system fundamentally. Both development of information technologies and the development of librarianship will make "reader's library" develop into "society's library" in the information society. This is the trends of the library world. This is the answer to Ranganathan's question of what stages that library, as a developing organism, will possibly go through.

The so-called "Society's library" is a modernized, socialized documentary information service system, which is geared to the needs of the whole society, and is a component part of social information communication system, social education system and social science capability. "Library" is no longer isolated, narrow, and traditional, but is networked, integrated, and multi-dimensional.

"Society's library" develops from "reader's library", it has all advantages of Ranganathan's "The Five Laws", such as serving all kinds of readers, books available to all, easy for use, scientific management and so on, and these advantages are entirely perfected by modernized equipments, so library has become more extensive, more open, more convenient and more scientific. It is responsible not only for its own readers, but also for the whole society. It will be more closely connected with social development. And it is even growing into a international undertaking. As economy has moved to the world market, modernized library will inevitablely go beyond its former bounds to face the whole society and the world, and have exchanges with the international information market. The construction and development of contemporary library has brought about a much wider sense of "reader", taking the whole society as its first consideration. This is a natural outcome of Ranganathan's Fifth Law--"A library is a growing organism" .

Library will no longer serve only individual readers, but also the economy, politics and culture of the whole society. This means serving all members of the society. So it can give rein to its sociality, and its services will become more widespread and popular. By means of the library modernized technology, the reader can get better, more sufficient and more perfect services, and he can not only use a library's collections, and get a reference librarian's help, but also can obtain the service and help of the entire library network, and enjoy the all cultural products accumulated in human society. This couldn't have been achieved before. Such wide-range, careful and considerate services were provided to only few readers in the past, but now every one has the right to enjoy such things. Those who got little library service before, such as deformed men, minority nationalities, children, workers, peasants, people who live in remote areas and prisoners will get better services than before. Social progress raises this claim: reduce the unequalities that still exist in our society and provide everyone with equal chance of getting library service. Library, the growing organism, which is becoming "society's library system" equipped with new technologies will quickly make great efforts to fulfil this social demands. The good intentions that the traditional library did not achieved and the ideal of Ranganathan will come ture in the contemporary society's library. Now library serves social organizations, social institutions, groups, and every citizen. This is the great development of library system.

Contemporary library will be further developed into an educational, cultural and scientific center fulfilling various functions.

--It will become an important consititution and complementary to formal schooling.

--It will become a convenient place for citizens to get further education.

--It will become a social facility with multiple cultural functions and it will exert treat effect upon and the city or area where it is located.

--It will become a social service center spreading scientific and technical information and providing scientific and research materials and it will make unusual contribution to the whole society.

Every library is no longer a single and isolate cultural organization, instead, it is a point in the network system of the whole socialized information service which offers relevant information and social service according to the social division of labour. Therefore contemporary library plays much more important role. With the sharp increase of the total, amount of the social information and the documents, the large scale application of the up to date science and technology such as computer and optical disc to the library service, and the greater extention of the advantage of the documents ordination accumulated by the traditional library, library will turn to procession and developing documents and information (not only offering service to its own users, but to all the citizens living either near or far from it). Library will bring into full play its cultural functions. It will also pay great attention to its information functions. This kind of modernized library system will surely be able to develop into one of the systems which are capable of communicating social information, and playing more and more important role in social life. The service it can provide will be greatly extended.

The nature of the modernized library is "Society's Library". It is a socialized library network system. So we can say that:

Sociaty's library==Library socializaiton + Automation + Network connection + Integration + International cooporation.

Society's library includes its socializaton of the internal affairs, the net liaison of service, and the bread cooporation for resources share in the local area and throughout whole country or even the world; In a word, society's library is to realize the social possossion enjoyment and development of library resources with the utilization of automation and the condition of the modern information society.

The Ambition of Ranganathan Is Coming ~~Ture~~ True

"The Five Laws" are not only important principles for library to stick to, but also the great ambition, hope and faith of a librarian: "Every Reader His

Books", "Books Are for All", imply so great a thought. Ranganathan hoped to see the Second Law planted new libraries and brought about the culture of new species of libraries, and hoped the Second Law magnified the library into a nation-wide problem. His firm faith was that the Second Law would not take a defeat. It must win ultimately .[5]

The realization of Ranganathan's ambition requires four conditions. The first one is the need of the society and the reader. The second one is a change of the concept of librarian and a change of the aims and methods in its management and service.The third one is the guarantee of the source of the collection and equipment of library, and the forth one is the national and international cooperations between libraries. These four conditions are complementary to each other and all are essential and necessary with all the four, it is a new type of library culture named "society's library".

The four conditions, to some extent have already become facts in many countries because of the development of the social and library movements in the past five decades and more.

The productivity of the developed countries has been greatly advaced since 1950s, and economy technolotogy, science and information have been going forward by leaps and bounds: Some countries are already "information societies" in which information is the most active factor, information business is highly developed and a large amount of information needs to be absorbed, processed and provided everyday. In this case, library has to be equipped with the most advanced up-to-date technology to collect, process and provide information industry.

Librarians have changed their concepts as the society steps forward: their responsibility is to provide knowledge and information for the development of the society, making all their effort to meet the needs of clients as quickly as possible. And they have fully understood that the use of advanced science and technology for the realization of automation is very important and so is the cooperation among libraries.

The rapid development of the computer science and the telecommunication, the extension of the computer function with less expense and the solution to the difficult problems of processing many languages including Chinese, Japanese and some Asian Languages have made it possible for thousands of libraries to use computer. In addition, with the help of the connection with the telecommunication, the cooperation among libraries swiftly develops into computer network in catologing, retrieval and exchange among themselves, thus the international cooperation is much easier.

Since the middle of this century, especially, in the past 20 years, the socializaiotn, automation, network conncetion, integration and international cooperation have interacted each other and exerted a great influence on the development of "reader's Library" which has gradually changed into "Social library". This has brought about the four conditions for the realization of Ranganathan's ambition.

It's necessary for developing countries to enlarge international cooperation and try their best to share resources so as to make "Every reader his books" come true. The "Public Library Declaration" adopted by UNESCO in 1949 said, "It's a basic right for human being to take the advantage of library and information freely." Its PIG gist is to strengthen and promote the information network connection among and inside countries and regions with its special stress or developing countries. UBC put forward by IFLA in 1973 required that every country should put all its publication into "Bibiliographic Control" before publishing and let it known to all the other countries rapidly and correctly. The aim of UAP is to make all the publications in the world available to anyone and any group in any part of the world. The office for Internation Leanding set up by IFLA has come to be an active center of UAP. Now all the

BEST COPY AVAILABLE

countries have done their best to realize Ranganathan's ideal.

Peace and develpment are two major issues the whole world is facing now. In the circle of library, there are already much international contact and cooperation, exchange lending, on-line retrieval and resources share, which, of course, has become an important channel of friendship between different countries.

Human being's mental wealth has no border. Knowledge and information should be spread with no limit of time and space. Either developed or developing countries need to communicate with and learn from each other, and promote mutual undstanding for the purpose of making up their deficiencies. In library and information field, the mutual and equal cooperation are essential for peace and development. It's general tendency in the present world.

Ranganathan's library theory is common principle for library world. It has been practised extensively. The ambition of Ranganathan will be fulfilled when the library world enters the new period of modernized social's library.

The spirit of Dr.S.R.Ranganathan, a great librarian, will encourage world librarians to exploit and make perfect the new library culture.

Reference:

[1].Zhang Shuhua, Preface of the Chinese edition of "The five Laws of Library Science", Beijing, Bibliographical Document Press, 1988, p9

[2].Ranganathan,S.R., The Five Laws of Library Science, New Delhi, S.Ranganathan Endowment for Library Science, 2nd ed., 1972, p326

[3].Idem, p352

[4].Idem, p287

[5].Idem, p80,p92

IFLA GENERAL CONFERENCE . NEW DELHI 1992

1992
NEW DELHI

DIVISION: Education and research

SECTION/RT: editors of library
journals

044-RTELJ-1-F+E

If applicable:
WORKSHOP, THEME:
JOINT MEETING WITH:

THE ROLE OF LIBRARY AND INFORMATION SCIENCE REVIEWS IN THE DEVELOPMENT OF THE PROFESSION AND SERVICES

by

Martine POULAIN
Editor, Bulletin des bibliothèques
de France
IFLA Round table on reading
chairperson

FOR INTERNAL USE ONLY:

ABSTRACT ATTACHED: yes/no
NUMBER OF PAGES: (Ref.)

SI: YES/NO

MEETING NUMBER: 127

206

Martine POULAIN

Editor, Bulletin des bibliothèques de France

IFLA Round Table on Research on Reading Chaiperson

The role of library and information science reviews in the development of the profession and services

Let's say very briefly a few elements which shall give an idea of the importance of the librarian and information scientist profession in France. In the early 1990's in France there would be approximately 17 500 people working in public or university libraries (of which an average of 35 % are professional)[1] and 45 000 people working in the documentary sector, all categories included[2]. There are few reviews specialized in reflexion about library and information science in France and the important increase in the supply of libraries and documentation centers in the last fifteen years hasn't really changed the distribution. At first one can be surprised, or even regret it.

But this does not mean that nothing has changed. Many titles have appared and developped :

1. Particulary in the field of new technologies, several reviews have been published, which are not only aimed at librarians and information scientists but are read by them. This sector is certainly the one which has developped the most. These reviews generally favour rapid information about all the questions concerning new media andinformation technology.

2. In specific sectors, several reviews or publications show the necessity, for professionals taking care of specific fields (such as music, audiovisual or

1(7)

children for example) to get information and exchange which are not encouraged enough by general reviews.

3. The third type of creation which is not new, but appears in a different way because of the evolution of the French political conjecture : publications form a particular sector ained at the staff of that sector (the local library, or the central lending library for example).

These few creations, of unequal importance, do not lessen the importance of the reader's expectations of the main French general reviews. Although they are usually satisfied by the reviews they read, the readers also indicate regularly that some of their expectatioons have not been fulfilled.
According to a recent survey[3], the greatest expectations concern new products and services, practical information, reflexion, library techniques, training, case studies, inquieries, administrative information, new constructions, inter-professional relationships, cooperation, and the documentary policy, etc.
Another survey[4] was carried out, for which students and information and library teachers were interviewed, shows that professionals ask a review to inclose informations concerning professional current events, to be a link between them, to help reflexion, to update general knowledge, to contribute to training, to give information on what is happening in the other libraries, to help develop open mindedness and calling into question.
Finally, a last survey, carried out once again in the mid 80's, hierarchically devided the expectations : new technologies, training, relations with the public, publishing, sociology of reading, scientific and technical information, management, cooperation, history of books and libraries, reflexions about profession's future, development and building of the premises and monographs of establishments. As one can see, technologies arouse a great

necessity of information in France as in other countries.

In short, when there not enough library and information science reviews, as is the case today in France; the expectations concern *all* the sectors and especially *all* the ways of dealing with them : rapid information, reflexion, debates, and research. This many-sided claim concerning the existing general reviews is definitely the sign of unsufficient diversity of the reviews. Although the answer is a difficult one for a person in charge of a general review, it is also an exhilarating one and the editor must take over the range of the expectations.

The editor seems to me to be subject to two complementary but also contradictory requirements :

1. His review must be capable to interesting professionals who have very different practical experiences (the day's work and problems of a local library manager and those of a specialized reseacher are not really alike, sometimes not at all) ; therefore he must alternate technical issues, professional issues and development policy issues in every sector which may represent his readers and he often has the impression of not satisfying the ones who are not directly involved at a specific time, even if one also knows that open-mindedness is one of the reader's demands. The general review is an essential link to enable professionals to exchange information, and to grow richer in the diversity of their experiences and ways of looking at problems.

2. Readers expect the general review to be not only a weekly, but a monthly review, a specialized review and a book, in short, that it should give rapide informations, give information about the profession's pragmatics, be capable of making detailed reflexions and assessing situations approach issues, whithout forgetting our living memory, study

3 (7)

great files thoroughly, all that using an informative and dispassionate tone but also a tone of debate and, for certain people, of controversy..... The editor of the general review should not fulfil the latter expectation, because although he can be very open-minded and eclectic about the subjects chosen, he adopt a specific tone (that of information, reflexion or debate) and stand by it.

For a general reflexion review must, abore all, know how to anticipate the evolutions of the profession, the not yet explicit needs.

The constant listening, and therefore the appeal to contributions exterior to the professional field and coming from the different people of the information services intended to benefit from the review is a necessity. Some reviews in France seem to be going more and more in that direction which can be a fruitful one thanks to its source of new ideas. It does not seem to be the same when one looks through foreign reviews (English and American for example) and in the long run, this could lead to one of the originalities of French publications. The withdrawal upon oneself of a professional milieu, source of all corporatisms, is indeed the creator of discrepencies between the professional-technicians and the people intended to benefit from their work can be important. The review must help the professionals to acquire the abilities expected and encourage evolutions. In order to do so, it must help the professionals in bearning (!) exterior criticism.

The opening up to contributions from professionals from other countries is another necessity. France has always been quite cager to learn from examples of the foreign countries which are ahead in the field of libraries, and reading foreign reviews is not at all something rare. But it would be interesting to know with more precision the use made of these reviews. The construction of Europe and the « Great European Market » authorising the professionals of the twelve EEC countries to work in any of these countries, will most probably change the habits and should contribute to a greater interest in the publication of the neighbouring countries.

Finally, the general review can and must be a concentrated echo of the current research and studies. For, if the professionals express a strong expectation for a better knowledge of the current experiences (a requirement which wants to break up people's isolation in their daily professional activity), they also want to open up to new fields in which research can help them renew their work. In that case, the role of a general review is to know to transmit the results of research so as to enrich it whith the professional's reactions.

The challenge is a difficult one, both impossible and which must be partly taken up, especially in France, considering the actual landscape of reviews. For today the general review is probably the one which enables us to avoid excess compartimentalization, enable professionals to continue talking a common language, although there are some very elaborate specializations.

For me the general review is also one which enables technical questions to face « political » questions, and to think of the choices of the first in the light of the objectives of the second.

Notes

1. That is to say about 14 500 people in public libraries (Louis Yvert, « Pour une nomographie des bibliothèques municipales », *Interlignes*, n°24, nov. 1991) and 3 149 people in university libraries (*Enquête statistique générale des bibliothèques universitaires*, 1988).

5(7)

2. According to the estimations, which may seem high, given by Bernard Chevalier, Dominique Doré, Eric Sutter, « Les professions de l'information, quel poids économique ? », *Documentaliste*, janv.-fév. 1989, n°1, 1989.

3.Jeannick Scolary, *Sources et besoin d'information professionnelle des bibliothécaires et documentalistes*, Villeurbanne, Ecolé nationale supérieure de bibliothécaires, DESS Direction de projets culturels, 1991. Despite the limits of this sample in which the information scientists are under-representated compared to their real part in the profession, and despite the « jumble » aspect of the expectations listed here, this study has the advantage of being recent and of having tried to explore the practical experience and expectation in the whole diversity of sectors concerned by libraries and research.

4. Marie-Hélène Koenig, *Lectures professionnelles des bibliothécaires et documentalistes*, 2 vol., Mémoire de fin d'études, Villeurbanne, Ecole nationale supérieure de bibliothécaires, 1985.

5. « Du bon usage du BBF : rapport de l'enquête auprès des abonnés », *Bulletin des bibliothèques de France*, n°2, mars-avril 1984. . In a similar style, one can also look at Gérard Mercure, « Résultat d'un sondage de Documentation et bibliothèques auprès de ses lecteurs », Montréal-Québec, *Documentation et bibliothèques*, oct-dec. 1990. The difference between these two French language publications and American publications, for example, is abvious : most of the recent contributions about reviews in the USA are about the way in which reviews view their editorial policy and choose, for example, by selecting manuscripts (see for example John Budd, Publication in Library Information Science : the State of the Literature, *Library Journal*, sept. 1, 1988 ; Stuart Glogoff, Reviewing the Gatekeepers : a Survey or Referees of Library Journals, *Journal of the American Society for Information Science*, nov. 1988, vol.39, n°6 ; Carol A. Mularski, Institutional Affiliations of Authors of Research Articles, *Journal of Education for Library and Information Science*, Winter 1991, vol. 31, n°3). The French publications are more interested in the readers. Should one see in this an uncertainty of the latter concerning their functions ?

6. Several contents analyses show the part the handled of information plays in the main library science reviews ; along with the organisation of services they make up a large proportion of the articles which have been published (see Sisko Kumpulainen, Library and Information Science Research in 1975 : Content Analysis of the Journal Articles, *Libri*, vol.41, n°1, march 1991 ; Kaverlo Jarvelin, Pertti Vakkari, Content analysis of Research Articles in the Library and Information Science, to be published in *Library and Information Science Research)*.

7. Regarding the receptiveness of the professionals concerning foreign publications see I. Lucrezia Herman, Receiptivity to foreign literature : a comparison of UK and US citing behavior in librarianship and information science, *Library and information science research*, vol. 13, n° 1, jan-march 1991. The

6 (7)

reluctance towards English literature on the behalf of the American professionnals is emphasized in this article. The abundance ofAmerican literature does not seem to be the only explanation.

7(7)

IFLA GENERAL CONFERENCE NEW DELHI 1992

Division: Education and research

Section/RT: Editors of library journals

Joint Meeting with:

WORKSHOP THEME (IF APPLICABLE):

100-RTELJ-3-E

JOURNAL PUBLICATIONS IN AFRICA:
THE TROUBLE WITH AUTHORS AND READERS

by

Dr. L. O. Aina
senior lecturer
department of library and
information studies
university of Botswana
Botswana

For internal use only:

Meeting No: 127

SI: ~~yes~~/no

Estimated number of participants in the meeting:

BEST COPY AVAILABLE

JOURNAL PUBLICATIONS IN AFRICA : THE TROUBLE WITH AUTHORS AND READERS.

BY
DR.L.O.AINA
SENIOR LECTURER
DEPARTMENT OF LIBRARY AND
INFORMATION STUDIES
UNIVERSITY OF BOTSWANA

ABSTRACT

There are very few textbooks on librarianship emanating from Africa. Journals constitute the principal medium for the exchange of ideas for librarians in the region. Unfortunately, authors and readers in Africa present a lot of difficulties to editors of journals published in Africa. Authors rarely discuss theoretical problems of librarianship. Empirical studies when carried out, are hardly valid. Most authors tend to discuss local library problems which are generally not applicable to librarianship environment in the region. References cited are generally dated,thus they hardly contribute new knowledge. Readers on their part,hardly read local journals because they believe journals produced in Africa are inferior hence African journals are generally not cited. When local journals are read ,readers hardly provide feedback on articles that have appeared in local journals. Readers who are in position to implement suggestions raised by authors in local journals generally ignore such suggestions no matter how lofty they are. Among the recommendations for alleviating these problems include the provision of research grants to librarians to enable them carry out scholarly investigation,continuing education programmes for librarians in the art of research so as to make them adept in writing research papers and that major libraries in Africa should be mandated to acquire all librarianship journals published in Africa so as to make the journals widely available to readers.

Introduction

The genesis and the current status of African library science journals have been well documented by Aina (1992). The picture painted in the paper is very disturbing as the study revealed that many African library science journals are faced with several difficulties, among which is the high mortality rate. Azubuike et.al. (1990) in their study of Nigerian science journals concluded that the average life span of an African journal is between two and five years. Yet is is an established fact that African authors in library science disseminate their research findings mainly through journals. Only a negligible proportion of the literature of African librarianship appears in other formats such as textbooks, conference proceedings and technical reports. In a bibliometric analysis of the literature of librarianship in Nigeria 1950- 1973 by Afolabi (1976),it was found that 80% of the literature covered was journal literature. Journal literature in African librarianship is therefore very crucial to the development of the profession.

In the production of a journal,three major parameters are critical to its birth and sustenance . These are : the publisher,the author and the reader. The role of each of these major players is well known thus it will not be repeated in this paper. The problems of the publisher of an African library science journal have been well covered by Aina (1992),therefore in this paper, attention will be focussed on the other two parameters ,that is, authors and readers , with a view to finding out how each of these major players contribute to the high mortality rate of library science journals in Africa.

Authors of Journal Literature in Africa

Studies have shown that authors of African library science journals are top flight professionals who are highly qualified. They are generally found in academic libraries and library schools (Nwafor,1987 and Aina 1991). Thus one will least expect this high calibre of professional librarians in Africa to constitute a clog in journal publication in Africa. Unfortunately, this is the case. Most of the papers contributed by these professionals are generally descriptive without any sound theoretical basis.The papers are usually restricted to their immediate environment which has no general applicability. Even when empirical studies are carried out,the results are hardly valid.

In a recent study on the directions of the information professions in Africa, I found that 81.61 % of the papers contributed by African authors to International Library Review,Information Development and Libri, between 1985 and 1989 were descriptive papers (Aina,1991).

Third World Libraries,(TWL) a journal devoted to Third World librarianship was so much concerned about the quality of manuscripts that come from the Third World that in its editorial comment in the Volume 2,Number 1 (1991) issue, it had this to say:

> "One realization that has come to me gradually is a troubling one . Library authors in developing countries write almost

> exclusively from a local point of view about a local situation. Nearly all the hundred articles that have come to IWL from Nigeria ,for example,are about Nigerian problems ,usually studied in a single library"

In the same editorial, the author also reported the same trend in Kenya. Another editor,this time, the editor of the Nigerian Library and Information Science Review was also disgusted with the lack of quality and scholarly manuscripts submitted to his journal. I quote again.

> "Most manuscripts we receive are not based on empirical research conducted by the authors. Surprisingly ,it is still much more difficult to get well written theoretical papers making original contribution to knowledge or thought in the field." (Nzotta,1992)

My experience as the editor -in -chief of African Journal of Library,Archives and Information Science is not very much different from the editors quoted above. Averagely,I receive five manuscripts per month making it an average of 60 manuscripts per year,I need only 16 manuscripts to constitute a volume of two numbers per year.In spite of this avalanche of manuscripts, I still find it difficult to get good enough manuscripts to make the volume. Sometimes,I have to solicit for high quality manuscripts from known authors just to maintain the high standard envisaged for the journal. It doesn't mean that known authors will give you their best papers,in most cases, they give you papers that have either been rejected by the so - called international journals or manuscripts that are very dated. When we started the Nigerian Library and information Science Review in 1982, we contacted many known authors - university professors, university librarians and other top professionals to give us manuscripts that will constitute the maiden issue,the editorial board was surprised at the quality of manuscripts submitted. Most of the manuscripts, were papers presented at conferences and workshops held several years back, most of them between five and ten years . This is the dilemma of the editor of an African library science journal. The trouble indeed, is with the author. It is therefore not surprising that because of the low quality manuscripts submitted by African library science authors,most African library science journals are hardly indexed or abstracted by international indexing services,of course,this indirectly contributes to the high mortality rate of journals,as the journals will be hardly known beyond their immediate environment.

Apart from the low standard of the manuscripts submitted by authors, it is a known fact that they hardly cite recent publications . In the same survey I carried out with African authors ,I found out that only 25.82% of the publications cited by African authors were published within five years prior to research investigation. In such a situation, African authors will more or less be conducting their research in the dark, as they do not know the latest literature pertinent to the area of current investigation. Thus the African library science journal will not be in a position to serve as a medium for disseminating latest findings. This is also another trouble with African authors. Also some authors feel that the quality of a paper will be lowered if they cite local journals .

Readers and Journal Literature in Africa

Librarians and trainee librarians are expected to constitute the bulk of readers of journal literature. Unfortunately they hardly read local journals,even though majority of authors in Africa write mainly on their libraries and their immediate environment thus one will expect readers to consult local journals regularly. Unfortunately,this is not the case. In a survey carried out with 39 librarians employed in different types of libraries by Nwafor (1987),it was found that no Nigerian library science journal or indeed any African library science journal was listed among the top nine library science journals regularly read. The reason is not far fetched,African librarians hardly make personal subscription to journals published in Africa, rather, they read library Association journals of developed countries. The most popular journals subscribed to are Library Association Record, Journal of Information Science, Journal of the American Society of Information Science, Quarterly Bulletin of the International Association of Agricultural Librarians and Documentalists. They are able to obtain copies of these journals not necessarily because they are interested in the journals perse, but because they are supplied free to members, once one has paid membership fees. They therefore have access to to these journals rather than local journals. Nzotta (1992) lamented the fact that no Nigerian subscribed personally to Nigerian Library and Information Science Review,and yet the journal has been appearing regularly for the last 10 years. Libraries are not better either. Some libraries in Africa do not even subscribe to library science journals . In a survey of library and information science collection by Nwafor (1985) in seven libraries in Jos,Nigeria, consisting of one university library,one polytechnic library,one college of education library, two special libraries, one public library,and a state branch of the National Library, it was found that two of the libraries had no library science journal in its collection,one library had only one which is a foreign based journal ,another had six,five of which are foreign based journals. In the university library ,only six out of the 40 journals subscribed to are published in Africa. This is the trend in most libraries in Africa.It is perhaps only at the University of Botswana Library,where there is a policy to acquire all African based library science journals . If readers do not make personal subscription to African based library science journals and libraries are also not subscribing to these journals ,then there will be little or nothing for readers to read. The trouble with the readers, however, is that they do not impress it on their libraries to subscribe. Thus the onus is on the readers to make such recommendations,because if they do, libraries would subscribe as there is no foreign exchange involved in acquiring local journals.

When readers read local journals they rarely provide a feedback, thus it is uncommon to read letters to the editor in most of our local journals. Readers who are in a position to implement some of the recommendations contained in local journals hardly make use of such recommendations.

The Way Forward

The situation cannot be allowed to go on like this.The quality of research papers must be improved. The two way approach to this is for,libraries to budget for research ,so that research grants can be made available to those who want to conduct research. Library Associations should also encourage members, by soliciting for research grants, on behalf of potential authors, from international bodies. Continuing education programmes in form of regular workshops and seminars should be provided regularly for practising librarians on research methodology . This will enable them master the art of research. Even though all the library schools in Africa have research methodology courses in their curricula ,there is no evidence that budding authors ever attended a research methodology course. In short, teachers of research methodology courses need to attend training of trainers courses to enable them teach their students effectively. It is hoped that IFLA /ALP (Advancement of Librarianship for the Third World Programme) will be very supportive in this area by organising such a training course.

Major libraries in Africa should adopt the policy of the University of Botswana Library by making it mandatory that they acquire all African library science journals. This will ensure that readers who otherwise could not subscribe because of financial difficulties will have access to such journals. Practising librarians and students should make it as a matter of professional commitments to subscribe to journals published in their immediate environment.

BEST COPY AVAILABLE

REFERENCES

1. Afolabi,M.O. (1976) The Literature on Librarianship in Nigeria 1950 -1973. *Nigerian Libraries* 12 (2 & 3) 179 - 192.

2. Aina,L.O.(1991) Directions of the Information Professions as Reflected in the Literature. *International Library Review* 23 (4) 365 - 380.

3. Aina,L.O. (1992) The Prospects of Reducing the High Mortality Rate of African Library Science Journals. *Paper Presented* at *African Library Science Journals Workshop.*Kano,Nigeria,29 - 30 January. 14p.

4. Azubuike,A.A.,Adeyomoye,F.I. and Okojie,V.O. (1990) High Mortality Rate and Some Related Characteristics of Nigerian Science Journals. *Paper Presented at the Fourth African Association of Science Editors.* IITA,Ibadan,Nigeria,5-9 March 13p.

5. Marcos,Guy A. (1991) Editorially Speaking: Does Research Have High Priorities. *Third World Libraries*,2 (1) 4-6.

6. Nwafor,B.U. (1985) Nigerian Libraries' Collection. *Nigerian Library and Information Science Review*,3 (1 & 2) 71-74.

7. Nwafor,B.U. (1987) Nigerian Librarians and Publishing. *Nigerian Libraries*, 23 (1 & 2) 50- 66.

8. Nzotta,B.C. (1892) Journal Publishing in Nigeria: An Editor's View. *Paper Presented at African Library Science Journals Workshop.* Kano,Nigeria,29-30 January. p.2.